## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Florence</td>
<td>Team Member</td>
<td><a href="mailto:don.florence@marin.edu">don.florence@marin.edu</a></td>
<td>4859667</td>
<td>input</td>
<td></td>
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</tr>
<tr>
<td>Roz Hartman</td>
<td>Primary Team Member</td>
<td><a href="mailto:roz.hartman@marin.edu">roz.hartman@marin.edu</a></td>
<td>4859319</td>
<td>Director of Health Science</td>
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</tr>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chairs</td>
<td></td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
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</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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</tr>
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</table>
I. Program Definition
Outline the unique qualities that define the importance of your program.

The Emergency Medical Training Course certificate meets the requirements for the California Health and Safety Code for Basic EMT-1 training. All didactic and skills follows National EMT guildlines. The approving authority is the Marin County Emergency Medical Service Agency. This course completion is valid for two years from the completion date and shall be recognized statewide.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

This course provides instruction in the skills and knowledge required for the Emergency Medical Technician (EMT) scope of practice. Supervised clinical experience with emergency ambulance providers and or hospital emergency room is included. It also allows for continued education which is required for certification. The recertification class is taught along side the initial course as to allow flexibility in its offering.

III. Students Served
Briefly outline what students are served in your program.

Students in this program branch out into a several career choices. Choices are but not limited to: Peace officers, Firefighters, Emergency room assistances, and Ambulance attendants. Several other occupations require this course.
This course also serves to full fill the continuance of education for EMT who wish to re-certify.

IV. Program History
Briefly outline the recent history of your program.

This program has been at this college for over 20 years. Up until 4 years ago it was taught under community education; a non-credit class. It is now taught as a 6 unit class providing students all the education, skills & didactic, to earn a EMT certificate with transferable units to be used for their Public Safety certification. Also, students now interface with computers for their quizzes and class information.
This program also has the ability to satisfy on-going CE requirements. We added two re-certification class; one which is for 24 hours of CE worth 1.5 units and the other which is 48 hours of CE worth 3.0 units.

Attachments:
List and briefly describe any attachments
None.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
EMT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: None

II. What are your program’s goals for each pathway?
The Emergency Medical Training Course certificate meets the requirements for the California Health and Safety Code for Basic EMT-1 training. All didactic and skills follows National EMT guildlines. The approving authority is the Marin County Emergency Medical Service Agency. This course completion is valid for two years from the completion date and shall be recognized statewide.

Students in this program branch out into a several career choices. Choices are but not limited to: Peace officers, Firefighters, Emergency room assistances, and Ambulance attendants. Several other occupations require this course.
III. How does your program/discipline help students meet these goals?

This program provides the student the needed knowledge, manipulative skills, and broad view of pre-hospital care to advance into other medical treatment programs. Other program would include but not limited to; nursing, paramedic, or any other out of hospital treatment programs.

IV. How do you measure your success?

The student must pass ten National Standard skills tests while going through this course. During the 16 weeks each student must maintain a quiz scores of 80 % or greater and for the final written examination must pass it with a score of 80%. After this course the student will then register for the National Registry Emergency Medical Technicians test and upon receiving a passing score will then be able to apply for county certification. Overall success for this class is measured by the percentage of students who pass this NREMT test. This class has a 97% success rate. State average has been 78%.

V. How do you make sure your students are able to get through your program in a timely fashion?

Each student receives a course syllabus which outlines the expectations and time required to complete this course. The skills tests are defined and the written tests are set. Instructors monitor student progress and intervene if skill problems are seen. Lab assistances are used to provide a 10 to 1 ratio student / instructor. This allows students to accomplish their skills in a timely fashion.
Student Access and Success
EMT-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

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II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In
Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

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III. Student Retention

Based on the student success and retention rates breakdown for your course, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

This class has an above average final success rate for NREMT passing record. 95% of students who complete this class go on to accomplish their goals in several different medical disciplines. Other disciplines would include nursing, paramedic, law enforcement, mountain medicine, ski patrol, and fire science (firefighter).

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

Counseling at both the high school level and at the college would improve important career information that young students need.

The classroom for this class has changed almost every new semester. This class needs to establish a set classroom with technology which allows proper PPT lectures, visual displays that can be seen in a large room and a sound system which gives sufficient audible contact.

V. Please explain and provide additional details regarding your choices above:
none.

http://programreview.marin.edu/ASReport.jsp

2/21/2010
Facilities Questionnaire
EMT-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The existing facility is adequate in size though it has poor auditory ability with a high ceiling and no speakers for lecture, videos, or internet streaming. Safety issues include broken open floor receptacles, dirty damp carpet that students lay on, water that backs up into the classroom, overhead lights are burned out, and lights that does not allow for dimming. The location is good at IVC. It allows the class to utilize the school grounds for its scenarios.
Curriculum
EMT-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

There is a plan to update this certificate once the California EMS authority releases its new requirements and policies. This release should be sometime in 2010.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

None has been discussed.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

There is a plan to update this certificate once the California EMS authority releases its new requirements and policies. This release should be sometime in 2010. Once this has been released then an altered curriculum would be looked at.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

None has been discussed.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

There is no plan to add or increase fees. Each year myself and the lab assistances look at ways we can reduce costs for the students and the school. Currently the materials fee is $30.00.
Student Learning Outcomes
EMT-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

EMT offers a course completion certificate which is required to take the National Register test. Completion of this NREMT test is needed to certify in both the state and in this county. This certificate is awarded after the students completes the required 120 hours of classroom, 10 hours of observation time, and has fullfilled the 10 skills needed for the NREMT test. Student must pass the written final with a score of 80%.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

The students should be able to have the knowledge to respond and render care in the pre-hospital setting. The students will have the manipulative ability to perform the 10 skills which they showed competency in.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are required to complete a Advance First Aid Class, CPR for the Professional Rescuer, and complete both a health screening and background check. After the above requirements are met the student can register for the Fire Tech 112 / EMT class. Students must complete while in this class the 10 skills, 34 text book chapters, show the ability to retain this information by passing both the mid-term and the written final examination with an 80% or better.

ii. Scientific and Quantitative Reasoning

None specified.

iii. Critical Thinking

Students take a multitude of separate informational based chapters and pull them together to reason and apply treatment to sick or injured patients in a scenario atmosphere.

iv. Problem Solving

Students exercise problem solving abilities by engaging in scenarios during the length of the class.
v. Information Literacy

Students will need to take the information learned in this class and apply it to the NREMT test. This test is required to certification as an Emergency Medical Technician.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      EMT does not have GE's. EMT offers a course completion certificate which is required to take the NREMT test.
   ii. Scientific and Quantitative Reasoning
      none.
   iii. Critical Thinking
      none.
   iv. Problem Solving
      none.
   v. Information Literacy
      none.

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   All instructors utilize these SLO's.

3. Assessment:
   i. How often do you assess these SLOs?
      Once a year a review of the course content, how its delivered, and the approach towards the students. This is done to maximize the retention.

   3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
      We have not.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?
      We are looking at the new Roll Out 2010 which the National Register is undertaking this year. The state has not officially come out with the requirements or the changes though the plan for the future is expanding the content and adding additional course
3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

This year the assessment will mainly be the textbook and its content. The program coordinator will assess this and at a time after the new Roll Out 2010.
I. Instructional Equipment/Materials Requirements

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Fire Technology

Description and part number for ordering:
Airway suction unit. S-Scort III suction unit #74000 with DC charger.

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One-time expenses: (e.g. construction, electrical, installation)
No other one time expense is elated to this purchase.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None

Item to be shared with the followng Department/Program: (Include any shared expenses)
Items to be shared with PE deparment for their PE 215 class; First Responder.

Do you have space for this equipment?
Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   A - item is needed to fulfill the required State manipulative skill base for EMT class.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   This would allow the student to utilize a piece of equipment which they will need
during their course of their employment.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Annually 150 students will benefit from this equipment.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   To have ability in airway control and management.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Successful completion of their skills set which is needed to complete the class.

Additional Justification for this item:
   none

I. Instructional Equipment/Materials Requirements

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Description and part number for ordering:
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One-time expenses: (e.g. construction, electrical, installation)
   none

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
   Repairs have not been cost effective on this unit.

Item to be shared with the following Department/Program: (Include any shared expenses)
   Item will be shared with PE department.

Do you have space for this equipment?
   Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   A - required for showing a manipulative ability with airway management.
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Item is needed to show ability with airway skill.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   This is required to accommodate existing students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   n/a

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Skill completion rate will be monitored.

Additional Justification for this item:
   none
Technology Requests

Part I : Software

EMT-2009

I. Technology/Software Requests
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
<td>Discipline-Related</td>
<td>Fire Technology-EMT</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
DVD / Videos. Covering skill set including childbirth

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$900.00</td>
<td>$72.00</td>
<td>$0.00</td>
<td>$972.00</td>
</tr>
</tbody>
</table>

Type How often? College-wide Discipline-Specific
New Every Three Years Open Lab Classroom use

Item to be shared with the following Department/Program: (Include any shared expenses)
Item would also be shared with PE department - PE215 class

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
B - additional visual teaching aids.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
no

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
Would have a positive impact on the retention and understanding for the pre-hospital care provider.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Approx. 150 students would benefit from this item.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Greater retention and outcomes would be monitored.

Additional Justification for this item:
none

I. Technology/Software Requests
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>60 Students</td>
<td>Discipline-Related Software</td>
<td>Fire Technology - EMT</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Core EMT Skills Series. 13 DVD's, Model # CS-1231

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$735.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$735.00</td>
</tr>
</tbody>
</table>

Type
New

How often?
One Time

College-wide
Open Lab

 Discipline-Specific
Classroom use

Item to be shared with the following Department/Program: (Include any shared expenses)
PE department for First Responder Class. PE215.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
B - This set of DVD's would allow the EMT class and the First Responder Class (PE215) to phase out the 20 year old Videos and use current AV illustrations.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   No.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   It would allow the instructor to utilize the most up to date visual illustrations and show the skills prior to breaking up into lab groups. This set of DVD's show increase the students ability for understanding with the 10 skills that are taught during this program.
4. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

All 60+ students should benefit from these DVD's. It is not required to accommodate existing students. It should attract new students by show that this course provide the most up to date learning environment to maximize retention.

5. **What student learning or other outcomes are expected? Is it important to the achievement of student goals?**

These DVD's should improve overall student retention by allow them to visualize skills that they will be required to perform.

6. **How will these outcomes be measured for future planning? What data or evidence supports your request?**

Outcomes can be measured by looking at retention rates and course completions. Also by looking at NREMT test successful completions which is required to State Certification.

**Additional Justification for this item:**

none
Technology Requests
Part II : Hardware for Lab and Classroom
EMT-2009

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
01 3 Classes Other fire Technology -EMT

Description and part number for ordering:
LCD projector for classroom. Epison Presenter LCD Digital Projector with DVD player.
Item# 820195, Model # V11H335120

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$899.99</td>
<td>$89.00</td>
<td>$0.00</td>
<td>$988.99</td>
</tr>
</tbody>
</table>

Type College-wide Discipline-Specific
New Open Lab Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
To be shared for all classes in this classroom.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B - In order to utilize the Powerpoint Lecture material in a large classroom we need a projector that would show the presentation with enough visual quality.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   No.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   No. It does allow for better visual abilities for those that have sight impairment.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   All students who use this classroom will benefit from this purchase.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
N/a

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
unknown.

Additional Justification for this item:

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>60 Students</td>
<td>Other</td>
<td>Fire Technology - EMT</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>College-wide</th>
<th>Discipline-specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
<td>Fire Technology - EMT</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

On going consumable items - gloves, bandages, splints, cervical collars, tape, eyewear, IV solutions, IV tubing.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4700.0</td>
<td>4500.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

**Type**

Increasing Cost

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program: (Include any shared expenses)**

Items are shared with PE department - PE215 class.

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A- all items above are needed.

2. Is it necessary for students to succeed in a series of courses?

   Yes - This class has two other prereq and after go onto additional pre-hospital and in hospital training.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Approx. 150 students would benefit from these supplies.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   n/a

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

   Unable to perform the skills and training with out these items.
**II. Miscellaneous Instructional Materials Account**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: This is for things to help faculty teach - not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000.0</td>
<td>2000.0</td>
<td>Fire Tecnology-EMT</td>
</tr>
</tbody>
</table>

**What kind of things do you generally use this money for?**

Gurney repair / service. Equipment container to collect and organize equipment for various skill stations. Replace supplemental teaching/lab material.

**Justification for Item (See Rating Rubric)**

1. **Who will use these materials? How? Will it be shared with other disciplines?**

   All students in three classes.

2. **How will these materials benefit student learning?**

   This is needed for students to learn a tool that is utilized in the pre-hospital setting but also to do it safely.
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

EMT-2009

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

LCD projector for showing DVD, and Videos.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$800.00</td>
<td>$72.00</td>
<td>$0.00</td>
<td>$872.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Current LCD projector is over 10 years old and has poor illumination for the size of the classroom.

Item to be shared with the following Department/Program: (Include any shared expenses)

Item is shared with 3 classes which includes PE department.

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

All instructors during every class in this room

2. How will access for students be improved?

Allows for clear visual lecture materials to be shown.
## Non-Instructional Requests

### Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

EMT-2009

---

### II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

**Note:** Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

Four gurneys need service annually to provide for safe usage during class.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>400.0</td>
<td>400.0</td>
</tr>
</tbody>
</table>

**Justification**

Please comment on request in terms of how it benefits your program, faculty and/or students:

Expense is needed to continue to utilize this equipment.
# Non-Instructional Support Staff

## EMT-2009

### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Tong</td>
<td>Lab Assistant</td>
<td></td>
<td>4</td>
<td>30 Students</td>
</tr>
<tr>
<td>David Stainbrook</td>
<td>Lab Assistant</td>
<td></td>
<td>4</td>
<td>30 Students</td>
</tr>
<tr>
<td>Joan Rinaldi</td>
<td>Clerical</td>
<td></td>
<td>40</td>
<td>200 Students</td>
</tr>
<tr>
<td>Kevin Hall</td>
<td>Lab Assistant</td>
<td></td>
<td>4</td>
<td>30 Students</td>
</tr>
<tr>
<td>Michelle Detrick</td>
<td>Lab Assistant</td>
<td></td>
<td>4</td>
<td>30 Students</td>
</tr>
<tr>
<td>Noel Pacheo</td>
<td>Lab Assistant</td>
<td></td>
<td>4</td>
<td>30 Students</td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

Serves many programs and students: Dental, Nursing, Child Development, Fire Tech 112 (EMT), PE 112 (First Responder), Philbotomy, Nurse Assistant, ETC....

http://programreview.marin.edu/TUReportSS.jsp
### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roz Hartman</td>
<td>Other</td>
<td></td>
<td>50</td>
<td>200 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

Director of Health Science which oversees Fire Tech 112 - EMT class. And... every committee that the school has thought up.

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sliver Lumsteine</td>
<td>Clerical</td>
<td></td>
<td>40</td>
<td>200 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

Coordination and ordering of supplies and equipment.

---

### II. Request for additional support staff

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Part-Time</td>
<td>20</td>
<td>3 Classes</td>
</tr>
</tbody>
</table>

**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Currently one person, Joan Rinaldi, has to handle not only all the Nursing, MEDA, Dental, all other health science clerical work but also has to process both of the EMT class materials and the First Responder information. All together this one person is dealing with 100+ students every semester. By providing at least one part-time assistant it would allow most of the clerical needs to be met for Fire Technology Programs.
## Faculty Members
### EMT-2009

### I. Program Faculty

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence</td>
<td>Donald G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Adjunct, ETCUM: No

**Shared W/other program(s):**

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.4</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 10

**Specialty:**
- EMS, Fire, Rescue,

**Leadership:**
- List involvement in committees or other service:
  - Program Coordination for EMS education; Fire Tech 112, PE 215 First Responder, and Sim Lab training.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peterson</td>
<td>Ted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Part-time, RETCUM: Yes

**Shared W/other program(s):**

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 2

**Specialty:**
- EMS, Fire, Rescue.

**Leadership:**
- List involvement in committees or other service:
  - n/a

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott</td>
<td>Nicole</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Part-time, RETCUM: Yes

**Shared W/other program(s):**

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

**Years of Service:**
- 1

**Specialty:**
- EMS, Paramedic
Leadership: List involvement in committees or other service
n/a

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Technology</td>
<td>112</td>
<td>6 / 1</td>
<td>New Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

One class taught on Fridays 8-5pm.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Yes. This is the same class but taught during a weekday, Friday, instead of a weekend.

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

I feel this is a needed class because fewer students are able to attend an all day weekend class. Each semester the two existing class have reached their maximum entry numbers and this class would allow greater flexibility for the student who is unable to attend class over the weekend.

Evidence is that the neighboring EMT schools have also had full classes when the class was offered as an all day weekday class.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

This class would share all of the existing materials, teachers, facilities, and access points as the other EMT classes. By offering an all day EMT during a weekday it would attract those students that currently have to go to SF or Santa Rosa for instruction.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
EMT-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The overall program structure has been excellent. The National EMT registry has a pass rate for this program as 95%, far greater than the National average of 70%. We continue to have support from this counties EMS office, fire departments, hospitals, and volunteer groups. Over the last 5 years we have had a tremendous positive impact on our reputation by instilling in our students the value of good first impressions and the need for providing care that they would want for their family. All of our program students wear class shirts which identifies them and show the program from which they are from. Over the years our diversity has changed. What was once an all young male class has become a very mixed group of students. These students are not only a mix of ethnic cultures but also a diverse range of age.
Staff is not from just one sector of pre-hospital care rather we have a mix from volunteer groups, fire, ambulance, and hospital. This allows the student a far greater diverse direction after this program but get there answers meet first hand by speaking to one of these lab assistances.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

This programs needs some key resources to remain at or exceeding this colleges goals. Classroom that has the area space for lecture and lab. In this classroom there needs to be sufficient AV equipment, supplies, and lab assistances to be able to deliver quality instruction.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Attempts have been made to attract students in high school and those just graduating high school. No data showing an increase has been noted. This program instituted required pre-reqs which has led to a better retention rate and improved overall enrollment. The addition of the all day sunday class 2 years ago has captured students that we would not be seeing otherwise. We have better coordinated the PE215 class with the needs of Fire Tech 112. This has allowed the student interested in this line of work to flow from one class to the other.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. None.
2. n/a
3. We have changed textbooks, improved equipment with VETA money and tried to better the retention rate for all program classes.
4. We have increased success rates for actual EMT certifications. We have seen a greater success in diversity for students going into related occupations.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1, 2, 3. It is difficult to put the needs in a priority list; they are all important. New DVD’s - to deliver the most up to date material for this subject matter. A part-time clerical assistant - to process the needs and requirements for the students. LCD projector - this is the rubber meets road belief. Can not get it to the student if there is no way to project it.

By gaining these items above it is my belief that the program can continue to expand and improve. The need for excellent EMTs is on the rise in many sectors of pre-hospital and in-hospital care. As health care problem continue so doesn't the growth to this profession. EMT's are needed more now than ever and the growth potential is great.

VI. Other concluding remarks.

none.
Department Chair Comments
EMT-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

Our pass rate on the national exam has improved over the last few years.

Looking at the student success date it looks like the EMT students having most difficulty with the course are the 20-24 year olds and the Hispanic and African American students though the numbers are small of those students.

Facilities issues continue but should be resolved with the move to the Main Building at IVC.

As Don pointed out the course will need to be revised once the new national regulations are agreed to.

SLO: EMT uses national SLO to teach the course. Assessment of outcomes related to the college SLO's is an area that should be addressed.

Currently the First Responder class is administered by the PE discipline and yet the course is offered in the EMT space and the students are often those that will take the EMT course. Thought should be given to consolidating this with EMT.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

EMT has not been funded adequately in the roll over budgets. Each year we have had to renegotiate for required funding in the following areas:

We cannot teach skills without skills lab supplies and repairing or replacement old equipment.

Guerneys need yearly service.

New equipment requested is an airway suction unit to teach suctioning skills as well as new airway lary's. This item gets repeated use and needs to be replaced often. My question is whether bond funds will cover these two requests.

Videos are outdated and the request for new DVD's will assist the learner who needs visual materials. They can also be used by the first responder students.

Smart classrooms with computer and projector are necessary to display Powerpoint as well as multimedia in class. This should be resolved with move to Main Building.

3. Please comment on the faculty and staff sections.

We cannot function without lab assistants (law requires a 1:10 ratio in lab classes).

EMT might also benefit from tutors for the students who need extra assistance with theory and lab skills.

This discipline needs administrative assistance in collecting all the prerequisite paperwork: course prereq validation, CPR, and background checks; processing time cards for the lab assistants, website development, EMS county paperwork and phone assistance of students. The phone questions are numerous in spite of a current website. With the move of all but nursing to IVC, it makes sense to have an administrative assistant at IVC who can handle the allied health program administrative needs.

4. Other comments

The instruction in the classroom that I have observed is excellent and I commend the teachers.
Area Directors and Deans Comments
EMT-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The EMT program curriculum is primarily driven by the regulating agency for EMT programs. The class pass rate is slightly below the district average. The skills-based assessments are set to a very high standard in alignment with the EMT certification. This data suggests that additional support might be advisable to increase student success. It is expected that the expanded tutoring services that will become available in Spring 2011 with the new main building facility will have positive impact on improving student success in this program.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

$1,329 has been requested to purchase airway suction units necessary to provide students instruction included in the EMT required skills set to fulfill required state manipulative skill base for EMT certification.

$888 has been requested to purchase an airway manikin. Repairs have been attempted to save cost of purchase, but repairs have not worked. This unit is required for training for EMT students in order for the skill requirements for EMT certification.

Both of these requests should be given highest priority in evaluation for program requirements.

3. Please comment on the faculty and staff sections.

Developing more faculty to instruct in this program is desirable. Recruiting instructors for this program in an EMT pool should be pursued.

As the regulations change and expand for this program, additional staff support is required. Currently the staff and director support resides at the KTD campus. Clerical support services are required on-site at IVC to respond effectively to the program needs for this program based at IVC. The need to add an FTE for the Indian Valley based health science programs has become essential develop the capacity to serve the requirements for this program.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the EMT program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies and materials. In addition to the GE funds the EMT program has also spent about $5,000 year for program operations. Those expenses were covered by $2564 in Lottery funds and $2,460 in Perkins funds.

5. Other comments

The new main building opening in 2011 is expected to positively impact program enrollment and the custom-built classroom to accommodate the EMT equipment will be a great improvement.