

Administrative Response to Program Review

Emergency Medical Services Program

December 2019

On December 17, 2019, the Emergency Medical Services Department and SAC presented its Program Review findings to an audience of PCC administrators and others with interest in the discipline. The Program Review document and presentation were informative.

This Administrative Response will: A) note particular highlights of the Education Program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- The Program Review document and supporting materials were well written and clear.
- The program review presentation was engaging and demonstrated the commitment of the faculty and staff to meeting the needs of students pursuing careers in Emergency Medical Services.
- The Emergency Medical Services program's commitment to maintaining high quality teaching and learning is recognized and appreciated.
- The use of Simulation to improve students learning and preparation for field work is exemplary.
- The advocacy on behalf of the Emergency Medical Services program is noted.
- The panel of future and former students available to share their experiences in the program was appreciated.
- Beginning outreach efforts to high schools and other community groups to recruit potential students and promote awareness of the program is recognized.

Observations and Recommendations

Observations:

During the Program Review presentation, presenters did not invite members of the audience to introduce themselves, nor did they acknowledge the presence of fellow EMS program staff or invited guests in attendance. Failure to acknowledge program staff, invited guests, college academic leaders, and the campus president in attendance suggests a lack of appreciation of program staff as well as a general lack of audience awareness. The lack of acknowledgement suggests the need for continued attention to and professional development focused on interpersonal communication and presentation skills, and on creating a more inclusive working and learning environment for all faculty, staff, and students.

In addition, the program review presentation was not balanced, in that discussion of simulation practices

took up much of the time allotted, leaving little time for in depth discussion of issues of diversity and inclusion, learning assessment practices, teamwork, and other issues that might have emerged from a more robust and extended question and answer discussion period.

1

The EMS program has strong assessment results at the Paramedic level, including Technical Skills Assessments, degree completion, and licensure. There is less complete data for the various EMT certificates. The program administers EMSTesting in two of its courses. Why was this method chosen, what have you learned, and what if any achievement gaps have been identified and addressed through this assessment process?

The EMT program has created a new stackable short-term certification that leads to an entry-level job. There was no discussion of this new certificate in the Program Review presentation or how it aligns with the overall EMS program goals or recruiting and completion strategies. Furthermore, how many students move from EMT training to other health related fields? How many Dual Credit students enter the EMT program or other allied health programs at PCC?

Both the report and the presentation distinctly delineate the certificate and degree almost to the point of presenting them as two separate programs, rather than as one comprehensive program of study in emergency medical services with coursework that leads to certification on the pathway to a degree.

The EMS program's student demographics remain largely white (70% or above) and male (66% or above). The PCC deans and administrators would have liked to hear a more intentional, targeted strategy for recruiting and training a more diverse group of students into this important public service and career pathway for health care professionals. There are also opportunities to develop partnerships with Dual Credit, Career Pathways, ESOL programs in order to expand the pipeline into the EMT program. We would like to see EMS use this opportunity to develop a program equity plan, one that aligns with the division, campus and districtwide YESS work. Recruitment, admissions, student demographics and grading policies could all be addressed as part of an overall EMS equity plan.

Administrative Response to EMS Recommendations

What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

We cannot support more than 2 simulations running simultaneously, and only then if we have enough personnel available. The SAC is in the process of updating CCOGs and adding credits and/or redistributing credits within the paramedic program. This response and changes have

been recognized and approved by the Statewide EMS Education Consortium.

What support do you need from administration in order to carry out your planned improvements?

1. The SAC is requesting resources and assistance to recruit and mentor interested individuals to get them up to speed to be successful educators. New faculty are often thrown into the lion's den

Education Program Review Response 2

without any tools other than a textbook, a copy of the syllabus, and the keys to the room. Currently the SAC has no real onboarding process for new hires. The SAC will adopt a best practice model or models and identify a mentor for new hires. The mentor need not be from the EMS SAC. *The Deans support improved onboarding, mentoring, and professional development for new and experienced faculty and staff, particularly around issues of creating an inclusive and culturally responsive learning environment promoting equitable student access and success. Work with Division Dean Janeen Hull and Cascade TLC coordinator to accomplish this goal.*

2. The CAAHEP Standards recommend that "For most programs, the Program Director should be a full-time position" as well as "Program Directors should have a minimum of a master's degree." Those two things are not required at this time, but national accreditation is moving in that direction, and PCC is known for leading accreditation in Oregon. *Does the PCC program meet current accreditation standards? Are national accreditation standards certain to change? When? Does the size of the program or number of cohorts per academic year affect the need for this position? The Deans need to learn more about these accreditation expectations and evaluate whether PCC has the resources to create a full-time non-teaching Program Director position. This discussion could also be impacted by reorganization plans for the college. Furthermore, students of the EMS program and specifically the AAS degree might be better served with faculty operating on a 4-term contract. Additionally, this would allow for slightly lighter teaching workloads each term and might aid in time needed for TSA, Accreditation & LAC reporting.*
3. Acquisition of rooms 102 and 103 and the installation of the equipment and technologies would allow for a full environment simulation (FES). *Cascade leadership is working with the Facilities Planning Department to evaluate the feasibility and resource requirements to convert PSEB 102 and 103 into a full environment simulation theatre for all campus programs in the coming year. Questions: what are the opportunities for interdisciplinary cross-program simulations with other PCC programs? How is network security handled regarding using a third-party vendor (SimView) in sending recorded video to students? What is the record retention threshold for maintaining evaluation records such as video--for example, 30 days after graduation?*
4. The SAC really needs to expand its Simulation program. The SAC has a limited number of faculty trained in simulation. The SAC would like to increase this pool with training and professional certification. Simulation program advancement includes sim theater development as well as sim staff development. We would like to see professional development dollars available for simulation

educator certification reimbursement for dedicated part time faculty. *Work with Division Dean Janeen Hull to develop a comprehensive simulation training plan and seek POD, TLC, Perkins, division, campus, and external grant funds to support carrying out the proposed training.*

Closing

Education Program Review Response 3

In closing, we want to again thank the Emergency Medical Services program for sharing your program review with us. We enjoyed learning more about the discipline, your challenges, and plans for improvement.

Michelle Bagley, Dean of Library Kendra Cawley, Dean of Academic Affairs Karen Paez, Dean of Instruction Sylvania Campus Loraine Schmitt, Dean of Online Learning Cheryl Scott, Dean of Instruction Rock Creek Campus Kurt Simonds, Dean of Instruction Cascade Campus Sarah Tillery, Interim Dean of Instruction Southeast Campus

Education Program Review Response 4