

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Emergency Medical Services
2011



Riverside Community College District
Office of Institutional Effectiveness

Moreno Valley College
Ben Clark Training Center

Web Resources: http://www.rccdfaculty.net/pages/PR_status.htm

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**Moreno Valley College/BCTC
Emergency Medical Services
Program Review: 2011**

A. Mission and Relationship to the College(s)

The MVC Emergency Medical Services (EMS) core values, mission, vision and motto statements have been taken from the new EMS Strategic Plan Initiative 2011 and reads as follows:

Mission Statement

MVC EMS mission statement:

The purpose of the EMS program is to facilitate the student's ethical, professional and personal development that leads to competent and compassionate entry-level health care providers who have the character to meet the challenges of emergency care.

MVC mission statement:

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation

Both have similar themes that run through of creating excellence, ethical behavior, developing students professionally and personally to meet their goals – in and outside of the classroom. The program believes that we are alignment in the critical areas of student development as it relates to the general mission.

Core Values

As a body of educators and EMS professionals we hold dearly the following:

- ◆ The importance of a credible, peer review, quality education that leads to improved patient care in the pre hospital EMS setting
- ◆ The importance of maintaining a mentoring and consultative relationship with students and graduates of the EMS program
- ◆ Meeting the needs of our diverse communities of interest
- ◆ Recognizing the importance of academic freedom, intuitional autonomy, and innovation
- ◆ Advancing and enhancing EMS education through the use of innovative technology
- ◆ Maintaining high staff, student, and community morale
- ◆ Creating purposeful change based on continuous improvement

Vision

The MVC EMS program is committed to creating a humanistic and challenging environment that continually improves the quality of EMS education through constant self-evaluation, visionary leadership, and innovative practices all leading to purposeful changes.

Motto

To inspire and challenge the future of emergency medical services

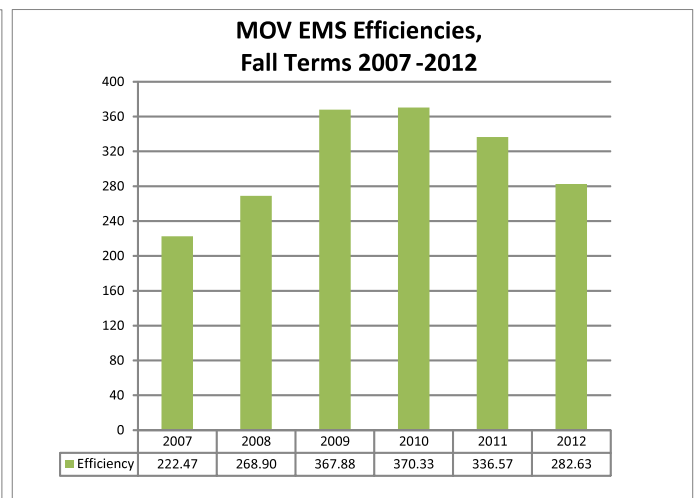
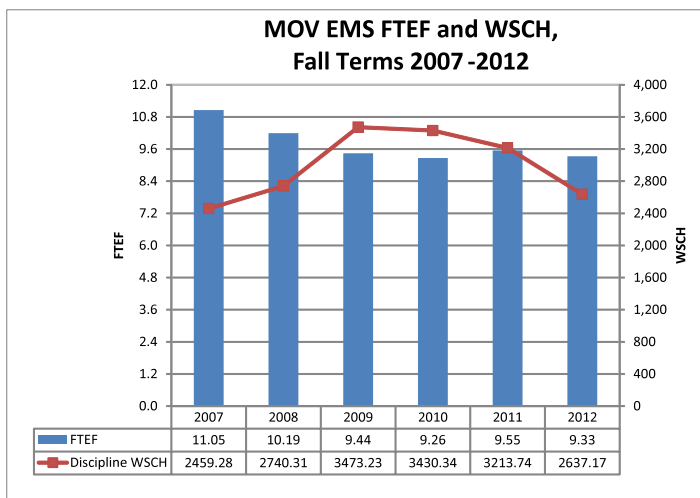
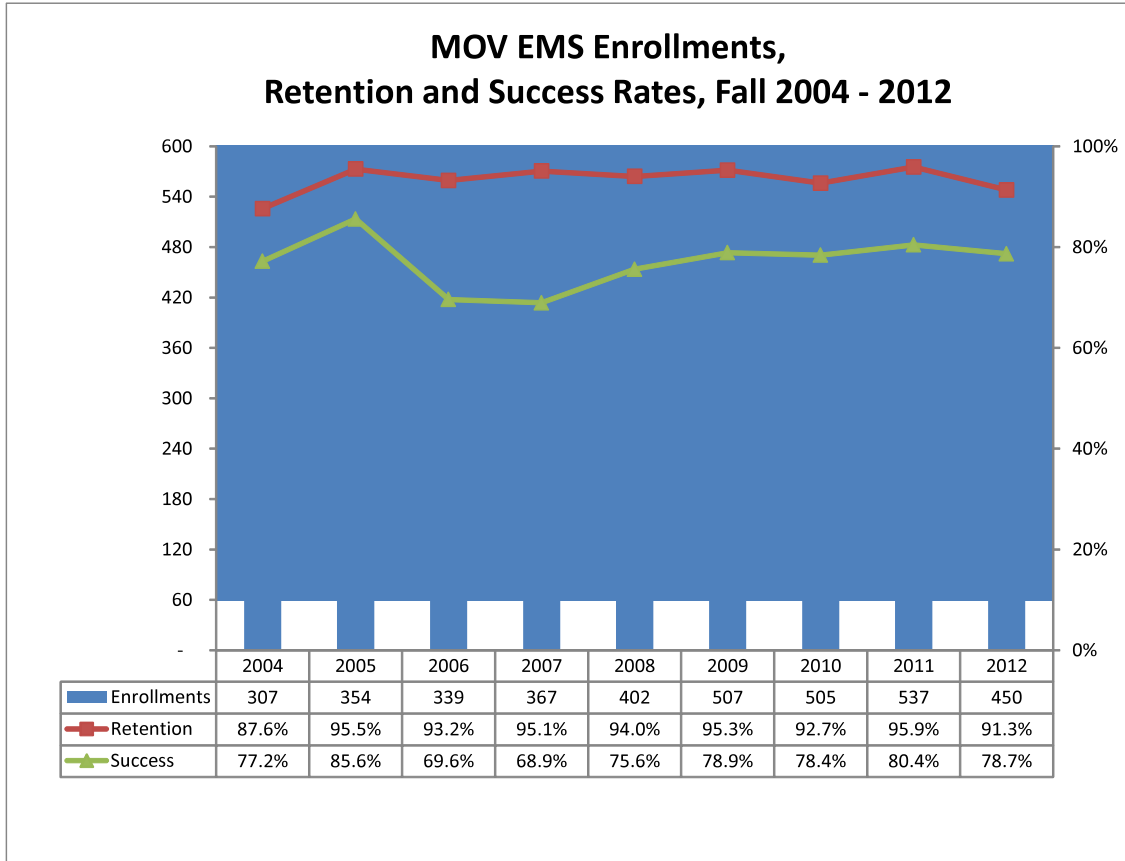
B. History

The EMS program was initially associated with Riverside City College from the late 1980s until 2005, when it became a part of Moreno Valley College and has been training and educating EMS providers for all levels since the late 1980's. Up until the late 1990's the EMS program was traditionally run by nurses with EMS experience, but the program became fully staffed with paramedic level providers in 1999. Currently, the program trains and educates about 600 EMT-basic providers yearly, and has a paramedic program able to train and educate up to 30 paramedics per year. Program expansion for 2012 anticipates that those numbers will remain the same with a cap on additional classes while keeping the paramedic applicants to around 30-40 yearly. While the MVC EMS program has over 60 applications for paramedic training and education every year we are limited in staff, space and are only able to accommodate 30 students. Due to this tremendous interest in our program and a need for paramedics in this county and throughout all of California the program has had to have prospective candidates enroll in a paramedic preparatory class (64 hours) to test these candidates in order to meet the class roster. The EMS program is one of the largest of the Health Care Professions at Riverside Community College within a division that encompasses many health care professions which includes a physician assistant program, dental program and an array of allied health programs.

The MVC EMS program is a two-year degree program that was approved by the California Community Chancellor's office (CCCO) in 2005. The program has gained full accreditation status through the Commission for the Accreditation of Allied Health Educational Programs (CAAHEP) and has successfully completed its first accreditation cycle with an excellent rating and an automatic 2 year extension. The program has been noted in California as one of the "most innovative" programs and has gone on to mentor several other EMS programs in colleges across California. Graduates of the program continue to pass their national boards at a rate that is greater than the national pass average. The following documents are now being pushed to the forefront to change the profession as a whole. This will require the program to compare what we are currently doing with what will be required for the future in meeting the challenge of training and educating of the next generation of EMS professionals.

C. Data Analysis and Environmental Scan

COMPREHENSIVE PROGRAM REVIEW DATA SUPPORT- MOV EMS



Ethnicity

The data provided by Instructional Research shows that our two biggest groups that attend this program are White and Hispanic. African American and Asian seemed to be in equal number but smaller than the White and Hispanic.

Strategy:

The program is working with the local high school health programs to attract a greater application of African American and Asian candidates to the program. By inviting the high schools for a field day and integrating them with current students and practices we hope to accomplish our goal of a student body that is more reflective of the community we serve.

Gender

The program provided by Instructional Research shows that we have a disparity between males and females in the classroom. On the EMT side it seems that at least 33% of our student body is female but the paramedic side tells another story with only a small fraction being female.

Strategy:

The program is working with the local high schools and elementary schools to attract more females into becoming EMT's and Paramedics. We hope that this initiative will encourage more females to think of themselves in the role of a medical professional in the pre-hospital or fire setting.

Attrition

The attrition rate is still a little high for the EMT class (36%) and exceptionally low for the paramedic class (9%). With no way to screen the 400 plus students each semester that are trying to get into the EMT class it creates some problems for the staff who are getting students who are not prepared for the rigor of the academic program.

Strategy:

The program will be going back to the curriculum committee and asking for an EMT preparatory program that will match the paramedic one. This will allow the staff to prep the students on some anatomy & physiology to get them ready for the EMT class and the national exam. The other thought is to create a pre-requisite of AMY 10 for all EMT students before they can apply for the EMT class.

Graduation

The EMT program needs to continue to push the EMS degree program for all of the students that enroll in the program. It appears that we do not have a lot of students who are working toward this degree.

Strategy:

The program will be going back to the curriculum committee and asking for an inclusion of the units needed so that paramedic students can complete their studies in emergency medicine and walk

away with an associate degree. Currently, the program is 49.5 hours and a small increase over the year long program should be able to fill in the rest of the required hours for the degree.

D. Programs and Curriculum

The MVC EMS program’s content, depth, scope and sequencing of instruction were designed to meet the standards as set out by the National Transportation and Safety Administration (NHTSA) and the Commission for the Accreditation of Allied Health Educational Programs (CAAHEP). The curriculum fulfills all the requirements to qualify a graduate to take the National Registry of EMT’s exam and obtain a national and California license to practice emergency medicine in the pre hospital setting.

The Associate in Science Degree in Emergency Medical Services will be awarded upon completion of all the required EMS courses (49.5) and the required classes to complete graduation requirements described in the MVC Catalog as required for the Associate Degree. Students are strongly encouraged to complete the Associate Degree requirements at the completion of the EMS core courses. The program will be asking the department to increase the college units for the EMS program so that all paramedic students will graduate the program with their AAS. The EMS curriculum was approved by the RCC Curriculum Committee in 2005 and in the same year the California Community Chancellor’s Office.

Course #	Course Title	Units
EMS-50	Emergency Medical Services-Basic	6
EMS-51	Emergency Medical Services- Basic Clinical/Field	1
EMS-60	Patient Assessment and Airway Management	4
EMS-61	Introduction to Medical Pathophysiology	3
EMS-62	Emergency Pharmacology	4
EMS-63	Cardiology	4
EMS-70	Trauma Management	4
EMS-71	Clinical Medical Specialty I	2.5
EMS-80	Medical Emergencies	4.5
EMS-81	Special Populations	4.5
EMS-82	Special Topics	2
EMS-83	Clinical Medical Specialty II	2.5
EMS-90	Assessment Based Management	4.5
EMS-91	Paramedic Field Internship	10

Purpose and Goals

The overall goal of the Moreno Valley College (MVC) Emergency Medical Services (EMS) program is to provide students with the best possible educational experience, both in the didactic portion and in the clinical/field setting, in order to maximize their potential to become competent and compassionate entry-level paramedics. Furthermore, the program concentrates on encouraging students to be life-long learners in a professional environment.

The Moreno Valley College EMS program is in alignment with the Riverside Community College District (RCCD) Goals on many different levels. The development and continued growth of the program exemplify the goals of "...establishing new programs and course sequences that lead students to opportunities for transfer education and career preparation."

A. To prepare students with the entry-level skills of an Emergency Medical Services professional to their level (EMT or Paramedic).

1. Standard for this goal:

Upon completion of this program, all students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as an Emergency Medical Services professional. (Cognitive Domain).

2. Standard for this goal:

Upon completion of the program, all students will demonstrate technical proficiency in all skills necessary to fulfill the role of an Emergency Medical Services professional. (Psychomotor Domain)

3. Standard for this goal:

Upon completion of the program, the graduate will demonstrate personal behaviors consistent with professional, employer and community expectations for the Emergency Medical Services professional. (Affective Domain).

Monitoring and evaluating both attrition and performance of students in relation to admission criteria.

- a. Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum (IV, A, 1).
- b. Successful completion of each course in sequence in the Emergency Medical Services program.
- c. Passing the National Registry of EMT's board examination
- d. Successful placement in the field of emergency medicine

Attainment of Program Competencies by Students

The MVC EMS program's goal and competencies are included in the Student Manual. The concept of competencies are introduced at the mandatory orientation that are held prior to the first class day. The mechanisms for evaluating the attainment of MVC EMS competencies will include:

- a. Assessment of student's in skills performance and testing (Psychomotor)
- b. Assessment of student's in the hospital setting during patient care events (Psychomotor, Cognitive and Affective)
- c. Assessment of the student's ability in a field setting during a patient care event (Psychomotor, Cognitive and Affective)
- d. Assessment of student's didactic scores (Cognitive)
- e. Assessment of student's community service initiatives (Affective)
- f. National Registry of EMT's exam results

Attainment of Program Goals

The EMS program will assess outcomes on an annual basis to determine attainment of Program Goals. The following are the outcome measurements that will be implemented to assess and analyze the degree to which the Program Goals are met:

- a. Patient Satisfaction Surveys
- b. Student Exit Surveys
- c. National Registry of EMT's board exam results
- d. Employer Surveys
- e. Advisory Committee feedback
- f. Accreditation Status

Patient Satisfaction Surveys are given to patients in the hospital setting. All patients complete patient surveys and place them in a sealed envelope to be picked up by MVC EMS faculty. Surveys are reviewed and forwarded to the instructional staff. To date, the surveys reveal 100% satisfaction. Under CAAHEP standard and guidelines students must be given a comprehensive survey. These surveys are anonymous and are tabulated and presented to the EMS Advisory board for discussion on areas of improvement and/or change.

The results of the national board exams have proven that the EMS students are setting the record in California with 96% of the students passing the national exam. This turnaround in the program over the last four years has come about due to higher standards, national accreditation, a close tie with Allied health, and an academy format. The increased classroom, lab, clinical and field time has given students more time to digest the information.

Employer surveys are on file and show that 98% of the employers are extremely satisfied with our students. The remaining 2% of the employers are satisfied. The program has received these marks for the last two years and they are sent to CoAEMSP (advisory board to CAAHEP) and recorded in our annual reports.

The MVC EMS Advisory board are active and interested professionals in the EMS program who are chaired by our medical director, Dr. Reza Vaezazizi, MD. The Advisory board has helped to chart the course that has led improvement in the delivery of EMS education and improved clinical and field opportunities. Their support and guidance has charted a bright future for the men and women of EMS. Currently, our accreditation status is excellent with CAAHEP. This is not something that we want to jeopardize for our community and the college as a whole.

E. Student Learning Outcomes

Impact statement

"As EMS care continues to evolve and become more sophisticated, the need for high quality education for EMS personnel increases. Education programs must meet the needs of new providers and of seasoned professionals, who have a need to maintain skills and familiarity with advancing technology and the scientific basis of their practice" (EMS Agenda for the Future).

The publication of the final National EMS Education Standard draft, the national Education Agenda for the Future, the National EMS Education and Practice Blueprint, the national Continuing Education Agenda for the Future, and the 2003 National Core Content: The Domain of EMS Practice will highly impact class content and how EMS education is delivered.

Position

The MVC EMS educational programs will continue to maintain a standard of excellence by promoting and supporting a professional teaching and learning environment as outlined in the EMS Education Agenda for the Future.

The National EMS Agenda recommends the following tactics:

- Ensure excellence of EMS educational programs.
- Update core content objectives frequently enough to they reflect EMS health care needs.
- Incorporate research, quality improvement, and management learning objectives in higher level EMS education.
- Conduct EMS education with medical direction.
- Seek accreditation for EMS education programs.
- Establish innovative and collaborative relationships between EMS education programs and academic institutions.
- Recognize EMS education as an academic achievement.
- Adopt the principles of the National EMS Education and Practice Blueprint.
- Develop a system of reciprocity of EMS credentials.

Based on the broad concepts of education practice and theory represented in the EMS Agenda for the Future, the National EMS *Education* Agenda for the Future proposes the following outcome points:

- EMS education in the year 2010 develops competence in the areas necessary for EMS providers to serve the health care needs of the population. Educational outcomes for EMS providers are congruent with the expectations of the health and public safety services that provide them. EMS education emphasizes the integration of EMS within the overall health care system. In addition to acute emergency care, all EMS educational programs teach illness and injury prevention, risk modification, the treatment of chronic conditions, as well as community and public health.
- EMS education is of high quality and represents the intersection of the EMS professional and the formal educational system. The content of the education is based on nationally developed National EMS Education Standards. There is significant flexibility to adapt to local needs and develop creative instructional programs. Programs are encouraged to excel beyond minimum educational quality standards. EMS education is based on sound educational principles and is broadly recognized as an achievement worthy of formal academic credit.
- Basic level EMS education is available in a variety of traditional and non-traditional settings. Advanced level EMS education is sponsored by institutions of higher education and most are available for college credit. Multiple entry options exist for advanced level education, including bridging from other occupations, basic EMS levels, and for individuals with no previous medical or EMS experience. All levels of EMS education are available through a variety of distance learning and creative, alternative delivery formats.
- Educational quality is assured through a system of accreditation. This system evaluates programs relative to standards and guidelines developed by the national communities of interest. Entry level competence is assured by a combination of curricula standards, national accreditation, and national standard testing.
- Licensure is based upon the completion of an approved/accredited program and successful completion of the national exam. This enables career mobility, advancement, and facilitates reciprocity and recognition for all levels.
- Interdisciplinary and bridging programs provide avenues for EMS providers to enhance their credentials or transition to other health career roles, and for other health care professionals to acquire EMS field provider credentials. They facilitate adaptation of the work force as community health care needs, and the role of EMS, evolves.
- It clearly describes the goals for improving the education of all current levels of EMS personnel and has the flexibility to meet educational needs in a rapidly changing field.
- It creates a comprehensive plan for a national EMS education system that will ultimately result in improved efficiency in the educational process, enhanced consistency in the quality of EMS education, and greater competency in the entry-level practitioner.

- The EMS Educational Agenda supports and fosters critical (higher level) thinking, research and service, and provides opportunities for cooperation and strategic linkages between all essential components for the delivery of quality EMS care.

Student Outcomes Assessment

The mechanisms for evaluating the MVC EMS curriculum include:

- a. Formal (formative and summative) and informal evaluations from the students
- b. Faculty evaluations concerning the effectiveness of instruction, facilities, and material support of the college
- c. Employer surveys that assess the students' effectiveness in the work environment after graduation (6 months out)
- d. Preceptor (hospital and field) evaluations of student progress and their assessment on the readiness of the students when they enter the hospital or field setting.
- e. Graduate surveys that assess the effectiveness of the education they received (6 months out).
- f. National Registry EMT exam results – comparison to state and national averages.
- g. Commission for the Accreditation of Allied Health Educational Programs (CAAHEP) annual reports.
- h. Student governance that allows students to report directly to the EMS Advisory Board

In addition, the program has set up a student governance program that has two students from each class represent their fellow classmates and meet with the Program Director once a week to go over any problems or concerns. Three students (one EMT and two Paramedics) are allowed to sit on the EMS Advisory Board (non voting) to provide first-hand information on the strengths and limitations of the program. This unfiltered access to the MVC administration, hospital administration, and field administration adds a positive and powerful dimension to this dynamic program - students are shareholders not tourists in the educational process.

To adhere to CAAHEP accreditation standards the following must be addressed:

Implementing a formal, written curriculum management plan.

- a. The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, clinical, and field/internship activities (III, C, 1).
- b. The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competency demands of the latest edition of the United States Department of Transportation National Highway Traffic Safety Administration, National Emergency Medical Services Core Content, Scope of Practice Model, and Educational Standards, and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions Curriculum Supplement (III, C, 1)

SLO REPORTING FORM

Moreno Valley College

Dr. Chris Nollette, NREMTP, LP
Student Learning Outcome Assessment Report

EMS 50/ Spring 2011

Tell us about the section(s) you assessed.

EMS 50 and 51 with about 180 students enrolled in both sections

Which SLO from the Course Outline of Record (COR) does this project assess?

The History of EMS

Why did you choose that SLO?

I know from experience that many students have difficulty explaining and relating to how EMS has evolved as a science and as a profession. Professions grow from a good base of knowing what has happened to get us to this point.

What specific topic does this project focus on?

The White Paper that established the profession of EMS in the late 1960's

Describe your inquiry strategy, including the assessment tool, scoring criteria, and timeline.

Responses to multiple choice questions about the History of EMS were on quizzes (formative exams) and the final exam (summative exam) and were recorded and analyzed in Spring of 2011.

What were the results? Based on the results, what goal was set?

74% of students answered the question correctly. My goal was to see 80% of students answer the question correctly in Summer of 2011.

What modifications to the curriculum were made?

We created a new group discussion session that students were given the topic and they discussed the importance of this document in their groups. This interactive group assignment allowed for discussion and Socratic questioning to occur with the hope of increasing retention on this important document and moment in emergency medical services history.

Describe your re-inquiry strategy, including the timeline and results.

After administering the final exam (summative) I counted the number of correct and wrong answers. 89% of students answered the question correctly. The goal was achieved.

Have you shared this project with your colleagues?

No...I have not seen my colleagues as of this writing

Next step and timeline. Will you assess this course again focusing on a different SLO? Will you assess a different version of this course-hybrid, online, evening, 8 week, etc.? Will you assess a different course? If so which SLO will you address?

This and other SLOs may need a more in-depth assessment, such as the analysis of short answer or essay questions. I am coordinating with full-time and part-time faculty to ensure that every course offered by our discipline will have at least one SLO assessed by the end of Fall 2011 and in developing more robust assessment strategies.

F. Collaboration with Other Units

- | | |
|---------------------------------|--------------------------------|
| Loma Linda University | Cal – Fire |
| Riverside County Medical Center | American Medical Response |
| Riverside Community Hospital | Riverside City Fire Department |
| Arrowhead Hospital | Lynch Ambulance |
| Inland Valley Hospital | Mission Ambulance |
| Riverside Pediatric Clinic | Calvary Ambulance |

G. Outreach Activities

Public Education/Community Service Projects

In January of 2011 the MVC EMS program received a proclamation from the Board of Supervisors in Riverside County for the work the MVC EMS students have been doing in the area of community service. This highlights that a student’s education must be more than the paper and pencil of the classroom but must incorporate real life experiences that impact both the student, their profession and the community they serve.

Impact statements

Public education, as a component of health promotion, is a responsibility of every healthcare provider and institution. "EMS has not yet begun to realize its potential as an important public educator. It should accept the challenge to explore innovative ways for educating the broadest possible spectrum of society with regard to prevention, EMS access, and appropriate utilization, and bystander care. EMS must also educate the public and those that purchase services as consumers, so they are enabled to make informed EMS-related decisions for their communities" (Patricia J. O'Malley, M.D.).

Position:

The MVC EMS program will continue to be recognized as a credible and reliable source of public education resources through its community service outreach and initiatives.

The National EMS Agenda recommends the following tactics:

- Acknowledge public education as a critical activity for EMS.
- Collaborate with other community resources and agencies to determine public education needs.
- Engage in continuous public education programs.
- Educate the public as consumers.
- Explore new techniques and technologies for implementing public education.
- Evaluate public education initiatives.

Loma Linda University, Emergency Medical Services

Loma Linda University, Emergency Medical Services Department currently has a Bachelor of Science degree in EMS and is working with MVC to articulate this degree over to our students.

Ronald McDonald House

The MVC EMS students participate in the Relay for Kids each year as well as maintain the Ronald McDonald house as part of our outreach community service.

Middle Schools in and around Moreno Valley

The MVC EMS students assist the teachers with giving their students a better understanding of emergency medicine opportunities as a career choice. The students from the MVC EMS program also work with the younger kids in the reading program.

Festival of Trees

The MVC EMS students maintain the emergency response and demonstrate medical procedures to the general public.

Meet the Paramedic in Your Neighborhood

The MVC EMS students have put together puppets that have curriculum in Spanish and English to perform at area schools on meeting the paramedic in your neighborhood. The purpose is to help kids understand what paramedics do if they are sick or injured and to promote women in the field of emergency medicine.

Mass Casualty Drills

The MVC EMS students have assisted the hospitals, local fire departments local private EMS groups in conducting mass casualty drill exercises.

High School Career Days

The MVC EMS students set up booths and pass out flyers describing the profession of EMS. The

students demonstrate emergency procedures using equipment and scenario situations to give the participants a greater understanding of emergency medicine.

Riverside County Sheriff Academy Explorer Program

The MVC EMS students man the first aid station and ensure that all injuries are appropriately treated. The students also participate in scenarios that were being conducted.

These are just a few examples of the community service projects that the MVC EMS students work on each semester. There are currently over 30 projects that are underway – some like the Christmas Drive program where over 1,600 toys were collected for 2010 and distributed in Moreno Valley and Riverside are ongoing and impacting the community and students in a powerful and positive manner.

COMMUNITY SUPPORT

The program is strong in its responsiveness to community needs. Its relationship with the surrounding community is excellent and most of the area's EMS personnel are trained at this facility. The program is especially responsive to the needs of industry in the area and provides training for most of their safety employees. The continued growth of the program is a testament to how well received it is by our communities of interest.

The program has receptive and supportive clinical sites. Our EMS affiliations are excellent and include some of the most aggressive and training intensive environments for which to train and further educate students. Our greatest strengths are the quantity and quality of clinicals that our students enjoy. Our students receive a diverse and challenging learning experience due to these clinicals, which exceed current state standards.

This MVC EMS program has included all identifiable weaknesses because of our belief in strong, consistent and thorough evaluations of the program, staff, and student body as a key to educational excellence. Self and outside evaluation is the only method to ensure continued improvement and quality performance. Identifying our weaknesses brings about greater strength and increased reliability in meeting program objectives, the needs of our student body and the communities we serve.

H. Long Term Major Resource Planning

Additional Full-time Faculty Position

There is a need for an additional full-time faculty member due to the current workload and the possible increase of classes in the spring of 2013. Current standards set forth by Title 22 of the California Code require that there be a ratio of 1 instructor to 6 students for paramedic students and 1 instructor to 10 students on the EMT side. Our part-time pool all have full-time jobs with departments and during fire season may not be able to teach leaving the full-time faculty to fill spots and go over the contractual agreement. An additional position will allow the EMS program director to capitalize on our strengths and remediate our weaknesses in a more timely manner. The program

is continuing to expand and our current staff is insufficient to meet the demands that continue to be placed on the program. This will require the MVC EMS program to grow to meet the training and educational needs of the EMS community.

Clerical Support

With the shortage in faculty there is a need for additional help in maintaining files and assisting students. The program could use a permanent clerical support person to help with the massive amount of student paperwork that is received on weekly basis. To maintain accreditation standards and meet our state of California rules we have had to use our part-time faculty to assist the two full-time members in keeping records and files in order.

Equipment Needs

The MVC EMS program will need to secure an increase in its budget for disposable items for our laboratory training. While the program has made due with what it has been given there have been shortages that have put us into the critical realm and student practice in the area of intravenous insertion has had to be stopped for several weeks due to a lack of gloves. Students cannot be exposed to another students blood without adequate protection

Supply List			
Product	QTY Requested	Catalog Number	PRICE (UNIT/QTY)
Exam Gloves	All sizes	Life Assist	\$150.00 / \$3,000.00
Monitor Paper	1 case	Zoll	\$500.00 / case
Tape	2" – 72 rolls	TA 6613	\$2.70/\$158.00
Tape	1" Transpore 2	TA 7827	\$168.00
IV Catheter	18g/20g/22g	IT-3055IT-3056-3050	\$2.00 / \$1,200.00
IV Tubing	Maxi/Mini	IV-IQ	\$1.75 / \$225.00
ET Tubes	20 each	AE-770/AE	\$4.00 / \$240.00
Non Rebreather	50 each	OM-1203/OM	\$86.00 / \$108.00
Magill Forceps	10 Adults	IN-375	\$5.00 / \$50.00
TRAUMA SUPPLIES			
Scoop Stretchers	4	--	\$850.00 / \$3,400.00
Hare Traction Splints	5	SP-444	\$300.00 / \$1,500.00
Sager Traction Splints	2	945004	\$92.00/\$460.00
KED Traction	2	--	\$350.00 / \$700.00
Pelican Cases	4	FB-1550EMS	\$250.00 / \$1,000.00
Long Board - Peds	3	SW-5841-YEL	\$240.00 / \$720.00
Kerlix – 4"	200	BA-6716	\$160.00 / \$320.00
Occlusive Dressings	100	BA-415	\$53.00 / \$106.00
Triangular Bandages	240	BA-5	\$90.00

Normal Saline	48	SL-8000	\$2.50 / \$100.00
BASIC CARDIAC			
EKG Patches	400 Adult	EL-533	\$145.00 / \$290.00
AED	4		\$500.00 / \$2,000.00
Adult Intubation Heads	4		\$1,750.00 / \$7,000.00
Child Intubation Heads	4		\$620.00 / \$2,480.00

Technology Needs

The program has a good base of training equipment, but is in need of some basic and advanced life support equipment to maintain the integrity of the program and keep it in compliance with our national accreditation standards as well as California Code Title 22. The program is underfunded in hard technology equipment to the conservative sum of \$250,000. The EMS Advisory Board has argued that \$200,000 is needed for just two of the new 4G manikins that are \$100,000 per copy. The need for simulations manikins, upgraded cardiac monitors, and other essential materials have not been forthcoming from the college for many years leaving the program to teach with antiquated and broken equipment.

The program is strong in its responsiveness to community needs. Its relationship with the surrounding community is excellent and most of the area's EMS personnel are trained at this facility. The program is especially responsive to the needs of industry in the area and provides training for most of their safety employees. The continued growth of the program is a testament to how well received it is by our communities of interest.

The program has receptive and supportive clinical sites. Our EMS affiliations are excellent and include some of the most aggressive and training intensive environments for which to train and education students. Our greatest strengths are the quantity and quality of clinicals that our students enjoy. Our students receive a diverse and challenging learning experience due to these clinicals, which exceed current state standards.

PATIENT SIMULATORS			
Product	QTY Requested	Catalog Number	PRICE (UNIT/QTY)
SimMan Essential Bleeding	1	214-01001	\$45,000.00
Portable Patient Monitor	1	213-09201	\$2,695.00
SimMan Essential Bleeding Module	1	212-07450	\$3,200.00
SimMan Warranty	1	213-vplusp5	\$19,495.00
SimMan Training	1	213-90150	\$3,595.00
ALS Simulator Peripheral Kit	1 each	205-05050 205-09001	\$10,950.00 \$8,000.00
VitalSim	1	200-10001	\$2,450.00

Laerdal ALS Adult SimMan Repair	-	--	\$7,450.00
EJ Module	4	275-00250	\$84.00/\$336.00
MONITORS			
Sim pad upgrades	4	--	\$2,600.00/\$10,400.00
Physio Control Connectors	5	05-10000	\$37.00/\$185.00
Phillips Defib Connectors	5	945004	\$92.00/\$460.00
Vital Sim repairs	5	--	Approx \$3,600.00 ea
EKG cards	200	1005312	\$6.30/\$1,260.00
Zoll Defib Connectors	5	05-10100	\$37.00/\$137.00
Zoll Series Monitor	2	--	\$15,000.00/\$30,000.00
LifePak 15 Cardiac Monitor	2	--	\$17,000.00/\$34,000.00
Zoll Battery Charger	1	--	\$1,500.00
LifePak Batter Charger	1	--	\$1,500.00
MEGA CODE UPGRADES			
Simman Essential Complete	2	213-01001	\$39,000/\$78,000
ALS Simulator	4	205-05050	\$10,950/\$43,800
MegaCode Kid Advanced	2	231-05050	\$4,900/\$9,500
SimBaby Main Product	2	210-09001	\$27,305/\$54,790

I. Summary

SWOT Analysis for the MVC EMS Program and Additional Goals

Strengths

- Dedicated part-time faculty
- Program in the top 5% nationwide
- Program rated exemplary by State of California EMS Authority
- Nationally Accredited – Commission of Accreditation of Allied Health Educational Programs (CAAHEP)
- Program pass rate – top 5-10 % in the state

Weaknesses

- Lack of full-time personnel
- Lack of equipment

Opportunities

- Shortage of 4,000 EMS personnel in California
- Continued shortage nationally of EMS personnel
- Homeland security degree opportunity, training and continuing education
- Community Training Center – American Heart Association opportunities to expand specialty courses for EMS, fire, nursing, PA, dental, etc.

Threats

- EMS programs at other colleges
- Private companies training educating EMT/Paramedics
- Accreditation and state citations or punitive action due to a lack of equipment
- Educate MVC administrators who lack an understanding of EMS issues in the county, state and nationally.

Additional Departmental Program Goals and Objectives

The Emergency Medical Services Program will:

1. Develop and update course curriculum as required by accrediting organizations.
2. Evaluate the validity and effectiveness of all education programs through planning and needs assessment.
3. Review course offerings and instructional materials to improve and update curriculum.
4. Maintain and enhance adult vocational courses for contracted instruction and continuing education offerings.
5. Utilize the results of student evaluations and instructor performance review by the MVC EMS program and the Riverside EMS Authority to encourage faculty members to develop strategies for their continued improvement in the delivery of instruction.
6. Refine the inventory control procedures to provide efficient control of supplies, materials, and equipment.
7. Support the student instructional programs such as providing additional instructional and review materials at the reserve desk in the library, providing audiovisual material to enhance and support learning objectives, maintain an adequate student/equipment ratio, maintaining office hours to provide additional counseling.
8. Act in partnership with the community in response to opportunities to provide human resources, programs/events and/or facilities as needs arise.
9. Complete the Strategic Plan 2011-2016 and update the plan every 5 years for department approval.

J. Recommendations to the Program Review Committee

(none at this time)