

**Program Review**

**Emergency Medical Services (EMS) Program  
Associate in Applied Science (AAS), Certificate (CER), Short-Term Certificate (STC) and Advanced Short-Term Certificate (ASTC)  
(CIP: 57.0911)**

**Program Purpose**

<b>What is the published purpose/mission of the program?</b>
The purpose of the EMS Program is to assist students in obtaining their educational goals in emergency services. Specifically, the EMS programs minimum expectation is to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.
<b>How does the program's purpose/mission fit into the overall mission of the college?</b>
This program supports mission goals three, five, seven, and eight as well as directive goals one, two, three and five.
<b>Do any changes need to be made to the program's purpose/mission? Explain.</b>
No, not currently.
<b>Do any changes need to be made to how the program's purpose/mission fits into the overall college mission? Explain.</b>
No, the mission of the EMS program fits into and is consistent with the overall college mission.

**Program Learning Outcomes**

<b>What are the program learning outcomes, and how are they assessed?</b>	
<b>Outcome</b>	<b>Assessment</b>
The paramedic student will perform tasks in a safe manner.	In EMS 255, the student will be evaluated during clinical preceptorship for appropriate use of personal protective equipment while delivering patient care with 100% accuracy in the clinical setting.
The student will display a positive work ethic.	In EMS 256, the Field Internship preceptor utilizing the EMS Program Affective Domain evaluation tool by scoring a minimum of 2 out of 3 in each category of the standardized rubric which will evaluate the student's work ethic. (Minimum of 21 points with a 2 in integrity at all times)
The student will function as a competent, entry-level paramedic student.	In EMS 254, the student will be evaluated with a comprehensive terminal cognitive examination (minimum score of 80%) and demonstration of satisfactory psychomotor entry-level paramedic competency (80% with no critical criteria) utilizing patient care scenarios confirmed by EMS Faculty and EMS Medical Director.
The student will use current technology and develop computer skills for informational, academic, personal and professional needs.	In EMS 255, utilizing the Platinum clinical tracking and scheduling tool, the student will demonstrate computer literacy by accurate entry of clinical data and successful terminal portfolio completion. This outcome will be measured by the clinical coordinator utilizing a rubric scale for accuracy with a minimum of 80%
<b>What can students do with the knowledge they have after completing the program?</b>	
Students will have attained the knowledge, skills, and professional behaviors to gain employment as entry-level paramedics in the emergency medical services, fire services, certain industrial and construction industries.	
<b>What are the plans for reviewing the program learning outcomes and revising them?</b>	
As the landscape of prehospital care continues to evolve, we will make changes to prepare graduates for those changes. One such change will likely be community paramedicine that will focus on non-transport at-home care of non-emergent patients.	

**Assessed Needs and Assumptions**

**What are the occupational projections for careers for which the program trains?**

<b>Employment Projections by Occupational Group and Geographical Region</b>													
<b>Occupation</b>	<b>National Projections</b>				<b>Statewide Projections</b>				<b>North Alabama Works Region Projections</b>				
	<b>2016</b>	<b>2026</b>	<b>Net Change</b>	<b>Percent Change</b>	<b>2016</b>	<b>2026</b>	<b>Net Change</b>	<b>Percent Change</b>	<b>2016</b>	<b>2026</b>	<b>Net Change</b>	<b>Percent Change</b>	<b>Avg. Wage (2017)</b>
Emergency Medical Technicians / Paramedics	248,000	285,400	37400	15.1	4,080	4,830	750	18.55	870	1000	130	15.44	28,441

Sources:

National Projections: Bureau of Labor Statistics, Employment Projections. ([https://www.bls.gov/emp/ep\\_table\\_102.htm](https://www.bls.gov/emp/ep_table_102.htm))

Statewide Projections: Alabama Department of Labor, Production Employment and Average Annual Job Openings. (<http://www2.labor.alabama.gov/Projections/occupational/statewide/Statewide2024.aspx>)

North Alabama Works Region Projections: Projections 2014 to 2024. (<http://www2.labor.alabama.gov/Projections/Occupational/Regions2024B.aspx>)

<b>Based on the occupational projections, what is the employment outlook for graduates of the program?</b>
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Based upon historical job placement and projected estimates, employment outlook can be expected to be excellent. 95-100%
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<b>What is the outlook for the continued need of the program within the mission of the college?</b>
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The EMS program is a strong component in the college's mission for the community and is anticipated to significantly contribute to stated mission goals for the next five years and beyond.
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**Structure**

**Please note that this chart is not consistent with that on the NACC Website, however the total hours on NACC website do not total correctly either... I will bring over a print out on Monday 4/8/19 showing the areas that are mismatched. Thanks! TD**  
**OIPA will correct this on the website once it has been approved. Thank you. BD**

<b>What credentials does the program offer?</b>																															
The Emergency Medical Services Program offers the following credentials: <ul style="list-style-type: none"> <li>• Associate in Applied Science Degree in Emergency Medical Services</li> <li>• Certificate in Emergency Medical Services—Paramedic</li> <li>• Short-Term Certificate in Emergency Medical Services - Emergency Medical Technician (EMT)</li> <li>• Short –Term Certificate in Emergency Medical Services – Advanced EMT (AEMT)</li> </ul>																															
<b>What are the requirements for each credential?</b>																															
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**Below noted for Cert. Paramedic is correct based on what was presented to Curriculum Committee but again, this does not match website... I will follow up on Monday 4/8/19. TD  
OIPA will correct this on the website once it has been approved. Thank you. BD**

<b>Certificate in Emergency Medical Services—Paramedic</b>
<i>Current AL EMT license and EMS 189 are required for registration.</i>
ENG 101 English Composition I (3 hours)
EMS 189 Applied Anatomy and Physiology for the Paramedic (4 hours)
MTH 116 or any 100 level MTH (3-4 hours)
EMS 240 Paramedic Operations (2 hours)
EMS 241 Paramedic Cardiology (2 hours)
EMS 242 Paramedic Patient Assessment (2 hours)
EMS 257 Paramedic Applied Pharmacology (2 hours)
EMS 243 Paramedic Pharmacology (1 hour)
EMS 244 Paramedic Clinical I (1 hour)
EMS 245 Paramedic Medical Emergencies (3 hours)
EMS 246 Paramedic Trauma Management (3 hours)
EMS 247 Paramedic Special Populations (2 hours)
EMS 248 Paramedic Clinical II (3 hours)
EMS 253 Paramedic Transition to the Workforce (2 hours)
EMS 254 Advanced Competencies for Paramedic (2 hours)
EMS 255 Paramedic Field Preceptorship (5 hours)
EMS 256 Paramedic Team Leadership (1 hour)
<b>Total Hours Required for Certificate: 41-42</b>

<b>Short-Term Certificate in Emergency Medical Services – Emergency Medical Technician (EMT)</b>
EMS 106 Medical Terminology for Health Professionals (2 hours)
EMS 118 Emergency Medical Technician (9 hours)
EMS 119 Emergency Medical Technician Clinical (1 hour)
<b>Total Hours Required for Short-Term Certificate: 12</b>

<b>Short-Term Certificate in Emergency Medical Services – Advanced Emergency Medical Technician (AEMT)</b>
<i>Current Alabama EMT license is required for registration.</i>
EMS 155 Advanced Emergency Medical Technician (AEMT) (7 hours)
EMS 156 AEMT Clinical (2 hours)
<b>Total Hours Required for Short-Term Certificate: 9</b>

<b>How often are the requirements for the degree reviewed?</b>
Yearly, as changes occur with respect to National EMS education standards, and from continual input from the Advisory Committee.
<b>Are there any plans for revising the degree requirements?</b>
Not presently.

**Accreditation****What is the institutional accreditation for the program?**

The Emergency Medical Services Program is within the institutional accreditation granted by the SACSCOC and reaffirmed in 2015.

**Does the program have any program-specific accreditations?**

The Emergency Medical Services Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.com](http://www.caahep.com)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

**Instructors****Who are the current instructors in the program, and what are their credentials?**

<b>Name</b>	<b>Degree/Qualifications</b>
Thomas E. Dixon, Jr. <i>Program Director</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Wallace State Community College</li> <li>• B.S. – University of South Alabama</li> <li>• M.S.H.S. – The George Washington University School of Medicine and Health Sciences</li> </ul>
Roger G. Wooten <i>Full-Time Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Northeast Alabama Community College</li> <li>• B.S. – Athens State University</li> </ul>
Michael S. Parker <i>Adjunct Faculty – Clinical Coordinator</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Northeast Alabama Community College</li> </ul>
Mark H. Christensen <i>Adjunct Faculty – Medical Director</i>	<ul style="list-style-type: none"> <li>• M.D. – University of Alabama School of Medicine</li> </ul>
Benjamin R. Carver <i>Adjunct Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Gadsden State Community College</li> <li>• B.S. – University of South Alabama</li> </ul>
Kyle B. Robertson <i>Adjunct Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Wallace State Community College</li> <li>• B.S. – University of South Alabama</li> </ul>
Benjamin T. Cook <i>Adjunct Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Northeast Alabama Community College</li> </ul>
Leroy J. Dayhoff, III <i>Adjunct Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Northeast Alabama Community College</li> </ul>
Cody M. Durham <i>Adjunct Faculty – Lead Instructor</i>	<ul style="list-style-type: none"> <li>• A.A.S. – Northeast Alabama Community College</li> </ul>

**How have the instructors in the program developed professionally over the past two years?**

**2015-2016**

Instructors have attended various workshops on EMS education and completed instructor credentials on advanced clinical topics.

**2016-2017**

Instructors continued attended various workshops on EMS education and completed instructor credentials on advanced clinical topics.

**What are any planned professional development activities for instructors in the program?**

All instructors will attend (or have attended) NAEMSE or Alabama Fire College instructor courses, are highly encouraged to attend national conferences, such as EMS World, and are presently studying clinical and operational material for advancement in credential to the Tactical Paramedic and Critical Care and/or Flight Paramedic certifications as part of the department's present faculty development plan.

**Are any additional instructors anticipated within the next five years? If so, please explain.**

Possibly, as the department continues to grow in order to meet present needs, particularly of fire service EMS providers, additional instructors that are credentialed in EMS with experience in fire service organizations may be needed.



### **Instructional Quality and Enhancements/Curriculum Design**

<b>How is the general education core incorporated into the course of study for this program?</b>
The AAS degree includes 19-20 credit hours of general education in the 65-76 credit-hour total: ENG 101; SPH 107; three credit hours of humanities or fine arts; MTH 116 or any 100-level math; BIO 201; and three credit hours of history, social, or behavioral sciences.
<b>Are all course syllabi current and posted on the NACC website? Explain.</b>
Yes
<b>How is curriculum of each program option evaluated to ensure it is relevant and current? Examples include advisory committee suggestions, student learning outcome evaluations, student evaluations, etc.</b>
First be faculty that are currently practicing in the area of focus, next input is solicited from the advisory committee, and lastly CoAEMSP required student and employer survey instruments are used.
<b>Describe changes that have been made in the delivery of the courses in each option of the program as a result of review of the program learning outcomes over the last five years.</b>
Courses have been moved to a shift-based format, Saturday offerings are now a regular occurrence, and medical research is a formal part of all core paramedic courses.
<b>Are courses in the program scheduled to maintain availability and accessibility in accordance with the college's mission? Explain.</b>
Yes, all courses meet availability and accessibility requirements as outlined in college policy.

**Program Resources**

<b>Describe the physical facilities and resources, including any laboratories, used in the program. Are the physical facilities and resources adequate? Explain.</b>
The program utilizes three classrooms, one of which is predominantly set up for lab activities. All classrooms have audio/visual equipment and seating available. The lab is equipped with ample equipment and supplies to accommodate skills training. The program also has a functional ambulance used for medical and driving training.
<b>Are there any plans for major expansion or upgrade of facilities or major replacement/expansion of equipment? Explain the rationale and include projected costs.</b>
Not presently.
<b>Describe the technological resources used in the program. Are the technological resources adequate? Explain.</b>
The program utilizes online LMS along with publisher provided online enhancement tools, such as online lectures and eBook content in EMT and AEMT courses. The program uses LMS for additional out of class/online materials for Paramedic coursework. Students regularly use advanced practice medical technology such as video laryngoscopes in lab and have availability of iPad in the classroom and lab setting.
<b>Are there any plans for major expansion or upgrade of technological resources? Explain the rationale and include projected costs.</b>
The program is presently investigating the technology means to better teach clinical anatomy within the Paramedic program, with utilization also possible for the EMT and AEMT levels. Additionally, the department's complement of iPads will need eventual replacement. Estimated cost for both identified technology items should not exceed \$5,000.00.
<b>Describe the library resources that are available to the program.</b>
Examples of library resources provided by the NACC Learning Resources Center include the following: books, eBooks (full-text electronic books), and full-text journal, magazine, and newspaper articles. Depending on format, these items may be accessed electronically or in print. Online tutorials, as well as program-specific LibGuides pages, provide instruction in the use of these resources. Library staff are available to assist students and faculty in person, online, and by phone.
<b>Are the library resources adequate for the program? Explain.</b>
Library resources are adequate for the needs of the EMS program. Up-to-date information on current out-of-hospital trends and medical references are available.
<b>Are there any plans for expansion or upgrade of library resources for the program? Explain the rationale and include projected costs.</b>
There are no plans currently.

**Advisory Committee**

**Is an advisory committee in place for the program? If so, list the committee members and their affiliation in the community. If not, are plans in place to establish an advisory committee?**

Yes, as per current requirements of CoAEMSP:

- Dr. David Campbell (ex-officio), President NACC
- Dr. Mike Kennamer (ex-officio), Dean of Workforce Development
- Jacob Smith, Student
- Benjamin Cook, Graduate
- Thomas E. Dixon, Jr. (convener). EMS Program Director
- Michael S. Parker, EMS Clinical Coordinator
- Kathy Gilbert, Highlands Medical Center
- Ruth Bischoff, Marshall Medical Centers
- Amy St. Clair, DeKalb Regional Medical Center
- Dr. Mark Christensen, Physician Medical Director
- Spencer Howard, Highlands EMS
- Cheryl Turner, DeKalb Ambulance Service
- Deborah Jagggers, AirEvac
- Michelle Hornsby, LifeSaver
- Gene Necklaus, Scottsboro Fire Department
- Bill Smith, Marshall Medical Centers EMS
- Willimac Wright, Rainsville Fire & Rescue
- Greg Lockard, Scottsboro Fire Department
- Ronnie Osborn, DeKalb County Probate Judge
- Victor Manning, Jackson County Probate Judge
- Rita Blair, Source 4 Manufacturing (Chair of Committee)
- Anthony Clifton, DeKalb County EMA
- John David Jordan, Jackson County Coroner

**What is the purpose and role of the advisory committee?**

The advisory committee provides information to the program director as to the need to update educational outcomes of program graduates that meet evolving trends and changes to our communities of interest. In short, the advisory committee ensures that the educational content delivered by the NACC EMS program is relevant and thus meets the needs of the EMS services and thereby citizens of the service area.

**Describe any changes that have been made to the program as a result of advisory committee activity or suggestions.**

NACC EMS moved to a shift-based EMS program for AEMT and Paramedic and a Saturday schedule for EMT. Additionally, terminal competency requirements have been revised in order to better meet the patient population and call demographics seen within the service area.

**Enrollment and Completions**

**What are the enrollment trends in the program over the last five years?**

Number of Students Enrolled in EMS Courses AY 2013-2014 through AY 2017-2018				
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
305	249	237	215	198

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 11 January 2019.

**What are the enrollment trends in the program over the last five years by gender?**

Number of Students Enrolled in EMS Courses by Gender AY 2013-2014 through AY 2017-2018					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Male	80	77	70	53	61
Female	225	172	167	162	137
<b>Total</b>	<b>305</b>	<b>249</b>	<b>237</b>	<b>215</b>	<b>198</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 11 January 2019.

**What are the enrollment trends in the program over the last five years by race/ethnicity?**

Number of Students Enrolled in EMS Courses by Race/Ethnicity AY 2013-2014 through AY 2017-2018					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
African American	3	3	4	3	2
Asian	4	-	-	-	-
Hispanic	20	14	17	12	16
Native American	9	6	6	10	2
Other	2	2	1	2	3
White	267	221	209	188	175
<b>Total</b>	<b>305</b>	<b>249</b>	<b>237</b>	<b>215</b>	<b>198</b>

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 11 January 2019.

**What are the total number of enrollments and credit-hour production over the last five academic years?**

**Total Enrollments and Credit-Hour Production  
EMS Courses  
AY 2012-2013 through AY 2016-2017**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Total Enrollments</b>	657	486	452	431	399
<b>CHP</b>	1,448	1,150	977	955	1,080

Note: Total Enrollments is a duplicated headcount. If a student enrolled in more than one CRJ course, that student is counted multiple times.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 11 January 2019.

**What are the course success and retention rates in the program over the last three academic years?**

**Course Success and Retention Rates  
EMS Courses  
AY 2015-2016 through AY 2017-2018**

Year	Enrollments	Withdrawal Rate		Failure Rate		Pass Rate (A-D)		Success Rate (A-C)	
		No.	%	No.	%	No.	%	No.	%
<b>2015-2016</b>	452	33	7	25	6	97	21	384	85
<b>2016-2017</b>	431	54	13	37	9	73	17	334	77
<b>2017-2018</b>	399	17	4	33	8	32	8	347	87

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 11 January 2019.

**What do the data indicate about enrollment and student retention in the program?**

The data presented notes a slight reduction in enrollment, however a decrease in withdrawals was also noted. However, what the data does not reflect is a recent surge in enrollment that was accomplished after changes to course scheduling.

**What are the plans for increasing enrollment and retention rates in the program?**

Enrollment increases are largely a component of class availability and providing flexibility for students who encounter unforeseen circumstances during their course of study. The program will continue to meet the needs of the students through purposeful class scheduling. Retention is also positively affected through scheduling. Additionally, a tutoring program has been implemented to help at-risk students. Tutor counseling and study is required of students who do not meet certain threshold requirements on TABE math and reading assessments and curriculum assessments.

**How many students have earned a credential in the program in the last five academic years?**

<b>Completers in Emergency Medical Services Academic Years 2013-2014 through 2017-2018</b>					
<b>Credential</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
AAS	5	7	3	6	3
CER	7	9	3	8	5
STC	33	34	25	19	26

Note: A student who earned multiple awards is counted in all applicable rows.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 15 January 2019.

**What are the plans for increasing the completion rates in the program?**

A tutoring program has been implemented to help at-risk students. Tutor counseling and study is required of students who do not meet certain threshold requirements on TABE math and reading assessments and curriculum assessments. Additionally, online lectures and eBook resources have been implemented into the EMT and AEMT courses for student preparation for Paramedic coursework.

**Licensure passage rates**

<b>Does the program lead to the opportunity for licensure? If so, what are the licensure opportunities?</b>
The goal of the program, as specified by the programmatic accreditor, is preparation of students for licensure to work as a paramedic by the Alabama Department of Public Health, Division of EMS. Additionally, licensure is available in other states by reciprocity agreements.
<b>What are the licensure pass rates, if applicable?</b>
Licensure as a Paramedic in the State of Alabama; notwithstanding exclusion criteria such as conviction of certain crimes, etc.; is granted upon passage of the National Registry of Paramedics Examination, for which the program has a 100% pass rate.
<b>Does the program or any coursework in the program lead to any type of industry certification? If so, what are the certifications?</b>
As stated in program goals, as required by CoAEMSP, completion of the program leads to the opportunity for certification by the National Registry of Emergency Medical Technicians as a Paramedic.
<b>What are the industry certification pass rates, if applicable?</b>
100%

### **Job Placement Rates and Employer Satisfaction**

<b>What are the job placement rates for graduates of the program?</b>
100% job placement has been achieved by graduates since the program inception.
<b>Is employer satisfaction of graduates assessed? If so, are employers satisfied with graduates of the program? Please describe.</b>
Employer satisfaction is assessed yearly through employer surveys, as required by CoAEMSP, and they (employers) continue to express their satisfaction with graduates of the program.

### **Student Follow-Up Reports**

<b>Is student satisfaction with the program assessed? If so, are students in the program satisfied with the program? Please describe.</b>
Student satisfaction is assessed each semester by way of institutional survey instruments along with additional student surveys, as required by CoAEMSP, and they (students) continue to express their satisfaction with the preparedness that they receive, particularly noting their preparedness to function in the clinical environment.
<b>Is alumni satisfaction with the program assessed? If so, are alumni of the program satisfied with the program? Please describe.</b>
Graduate satisfaction is assessed each year by way of graduate surveys, as required by CoAEMSP, and they (graduates) continue to express their satisfaction with the preparedness that they received for the jobs that they attain.



**Findings of Review****What are the strengths of the program?**

The NACC EMS Education program recently completed a 5 year CoAEMSP reaffirmation site visit, including a comprehensive self-study of the program, much like this programmatic review. Additionally, the site visit completed was in the form of an in-person audit of the program, outlining its strengths, possible weaknesses, and areas of possible improvement. With this noted, there were no noted potential violations of accreditation standards, and as such the strengths from this extensive review and audit of the program are offered here as the strengths of the program for the purpose of this program review.

“The program exhibits strengths in the following areas:

- College administration demonstrates commendable support for both the program and the accreditation process.
  - The Medical Director’s enthusiasm for and engagement in the program and student success is noteworthy.
  - Student benefit from excellent clinical airway management opportunities with an anesthesiologist.
  - Dedicated and well-qualified faculty and staff are effective in ensuring excellent student outcomes.
  - Program Director who is genuinely invested (both personally and professionally) in the success of the program and its student and embraces the philosophy of the accreditation process in managing the program.
  - Program Advisory Board’s level of support for and engagement with the program is merit-worthy.”
- CoAEMSP 2018 Site Visit Findings Letter

Additionally, the program boasts a high pass rate on the National Registry of EMTs Examination, accommodates students through shift-based and online coursework, and regularly engages with employers in order to best meet the emergency services needs of the college service area. The program now has an official agreement with the Alabama Fire College to assist fire-based professionals seeking a degree in the discipline.

**What are recommendations for improvement?**

The NACC EMS Education program recently completed a 5 year CoAEMSP reaffirmation site visit, including a comprehensive self-study of the program, much like this programmatic review. Additionally, the site visit completed was in the form of an in-person audit of the program, outlining its strengths, possible weaknesses, and areas of possible improvement. With this noted, there were no noted potential violations of accreditation standards, and as such, while there were no areas of concern or violation of program standards, recommendations from this extensive review and audit of the program are offered here as the recommendations for improvement of the program for the purpose of this program review.

“Consider the Program Director developing a spreadsheet or other electronic means for tracking/documenting interactions with the program Medical Director to reduce documentation demands.

- Suggest the program develop a method to provide feedback from evaluations conducted regarding preceptors, and clinical and field sites back to the appropriate personnel.
- Evaluate increasing the frequency of affective domain feedback to students to at least three (3) times during the program.
- Evaluate means to acquire a high-fidelity manikin and other defibrillator brands to enhance student learning in the laboratory.
- Suggest develop a single face sheet with appropriate fields/check list that the program Medical Director can countersign and date for the various program required sign-offs (i.e., curriculum, course exams, program goals, etc.).
- Consider implementing use of the simulation laboratory located on campus to enhance student learning experiences.”

– CoAEMSP 2018 Site Visit Findings Letter

Additionally, greater emphasis on faculty clinical development will be helpful in ensuring

**Please provide any other findings that are pertinent to the review.**

Additional findings as produced by a recent self-study of the program, for use in continual program quality improvement:

Strengths: Strong curriculum; faculty and clinical preceptors; teacher to student ratio; hands-on-skills; proactive faculty and administration. Possible Areas of Improvement: Clinical Preceptors are not always thorough in signing off on clinicals and ride-alongs; more guidance to students in the clinical setting; additional and updated lab equipment; physician involvement; clerical support; improved computer access for clinicals; dedicated lab space for ALS; additional clinical experiences in OB, Peds and Psych.

Report	<b>SIGNATURES ON FILE IN OFFICE OF INSTITUTIONAL PLANNING AND ASSESSMENT</b>	
Signed		
Signed		
Signed		