

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Health, Workforce and Kinesiology

Program: A.S Paramedic, C.A. Paramedic

Current Academic Year: 2021-022

Last Academic Year CPPR Completed: 2018-2019

Current Date: March 5, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission (optional)

The mission of the Cuesta College Paramedic Program is to provide the highest educational standards, for students preparing to become paramedics, in a supportive learning environment. We strive to teach our students the highest quality of pre-hospital emergency care, with the expectation that each will practice the same standard of excellence that we hold for ourselves. We aspire to impart the importance of providing professional, non-discriminatory care for all people in their time of crisis. Our goal is to have our graduates enter their public servant careers as competent, ethical, confident entry-level healthcare practitioners who are committed to professional development through life-long learning.

In accordance with CoAEMSP standards and as approved by the CCPP EMS Advisory Committee, the program has the additionally strives 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.

Brief history of the program

Based on community need, Cuesta began offering Emergency Medical Services courses in the early 1970's; successfully preparing students to enter the workforce as trained prehospital care providers. Our EMS offerings have developed and evolved by adjusting and adapting to meet the needs of our community and to stay current with the changing requirements of state and national standards.

Our Paramedic Program, offering both certification and degree levels, has been an integral part of the EMS (Emergency Medical Services) education at Cuesta Colleg for 16 years. We maintain consistent enrollment as well as high retention and success rates.

Many changes have occurred in the Nursing and Allied Health Division since 2006. The Department went from having one Director of Nursing and Allied Health overseeing all of the programs to now having a Division Chair who manages and facilitates curriculum and faculty matters, a Director of Nursing who oversees the Registered Nursing, Licensed Vocational Nursing and Certified Nursing Assistant programs and a Director of Allied Health who oversees the EMS (EMT and Paramedic), MAST (Medical Assisting and Phlebotomy), and Psychiatric Technician programs.

Include significant changes/improvements since the last Program Review

Since our last CPPR our program was under the direction of an Assistant Director of Allied Health. That position has now been vacant for the past 2 years. We now have a F/T faculty in the EMT program and the Paramedic Program now has a P/T faculty member who has the additional non-instructional role of program director (this is also a PT 12-month position). This has allowed for the addition of a 3rd section of the EMT program offered in both spring and fall. The program has also made it to the 4th position for faculty prioritization and we are hoping to add another FT faculty to EMS Programs in the next year.

It is important to note that the COVID pandemic has made a significant impact on the Paramedic program as we have had to adjust our program multiple times over the past 2 years and have seen enrollment and retention fluctuate considerably.

List current faculty, including part-time faculty

Heather Tucker F/T

Tania Coulombe P/T

Dennis Rowley P/T

Tim Hallmark P/T

Jeremy Glass P/T

Julie Senter P/T

Micheal Talmadge P/T

Emily Torlano P/T

Describe how the Program Review was conducted and who was involved

The P/T faculty member who also acts as program director solicited feedback from F/T and P/T faculty members as well as a review of our EMS Advisory Committee's feedback and program input.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Our programs embrace the mission of this institution as we serve the needs of our diverse community by training public servants who return to the community as first responders providing emergency medical services in the prehospital environment.

Our students come from many different ethnic and cultural backgrounds, span the age spectrum, and we have a large population of veteran's in our programs. We also challenge the non-traditional workforce as we have seen a steady increase in the number of women seeking and completing their educational and professional goals within our programs.

The students of our programs are able to immediately apply the skills they have acquired as the certificates earned in our programs lead to employment in our community. We also have students come back to our programs for further education as we offer an AS degree path (transferrable) with our Paramedic program and are also able to assist students in maintaining their certifications with refresher courses.

Our students are prepared both academically and professionally to return to their communities with skills, knowledge and confidence to be employed to pursue further educational goals.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Our programs are focused on helping our students succeed. Our students are able to quickly meet their educational goals and we have a high rate of completion within our programs, many of our students receive not only the required certification to practice as a paramedic, but also their A.S.

Institutional Goal 2: Access

Increase student access to higher education.

Our programs serve under-served populations as we have seen a steady increase in the number of women and Veterans in our programs, a non-traditional population in the workforce.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

We have many long-standing community partnerships in our programs that have actively supported this institution. Our partnerships include local public service entities, local medical facilities and partnerships with local government regulatory bodies. Our outreach efforts have targeted local highschool with involvement of our faculty in our local SkillsUSA competitions, speaking at local highschools in their healthcare career classes, participating in campus events to include si se puede, Cuesta Promise Day and other CTE focused events. We have also opened communication channels with our local Veteran's organizations so that we may better serve our Veteran students within our programs.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

We support this insitutional goal by having sought and received funding for our envisioned high-fidelity simulation lab to further inspire and prepare our students for the technologically advanced workforce that they are entering. This includes the purchase of complex training manikins in a variety of skin tones and age groups. We believe that offering this experience within our programs will attract students to our campus even from outside the area furthering the diversity within our programs.

Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Personal, Academic, and Professional Development

- a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- c. Demonstrate the professional skills necessary for successful employment

Students of the EMS programs at Cuesta are able to demonstrate that they have obtained the skill sets necessary for employment as well as the decision-making ability that demonstrates positive lifestyle choices as they are evaluated in the field setting as part of our program by

professionals in the industry and our students are often hired directly in to the local workforce

Critical Thinking and Communication

- a. Analyze and evaluate their own thinking processes and those of others
- b. Communicate and interpret complex information in a clear, ethical, and logical manner.

Technological and Informational Fluency

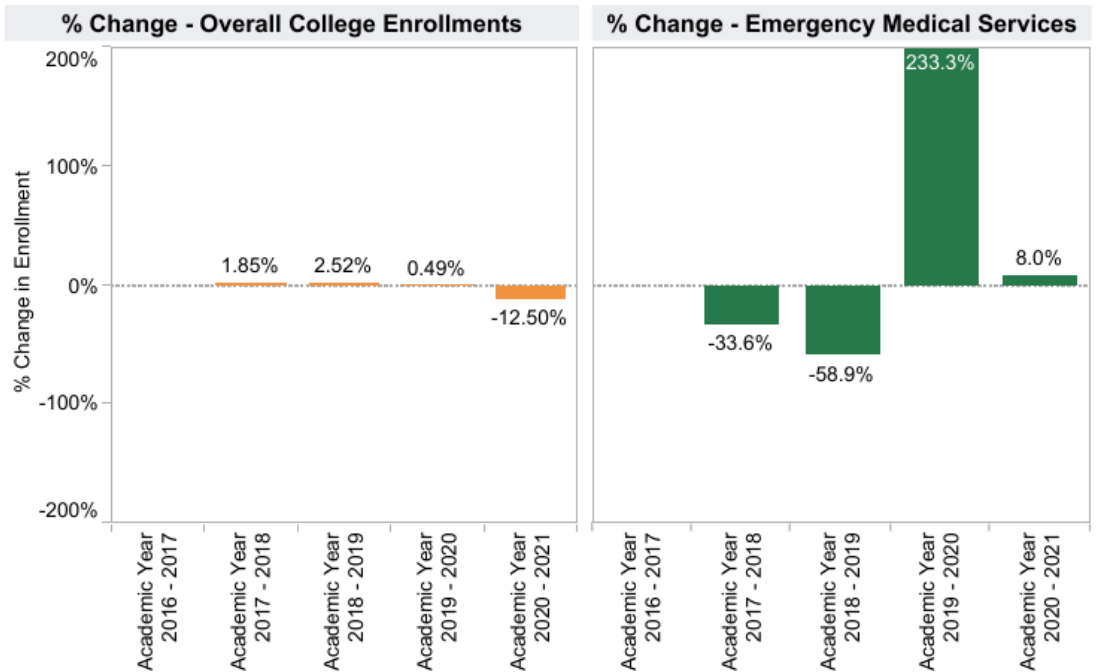
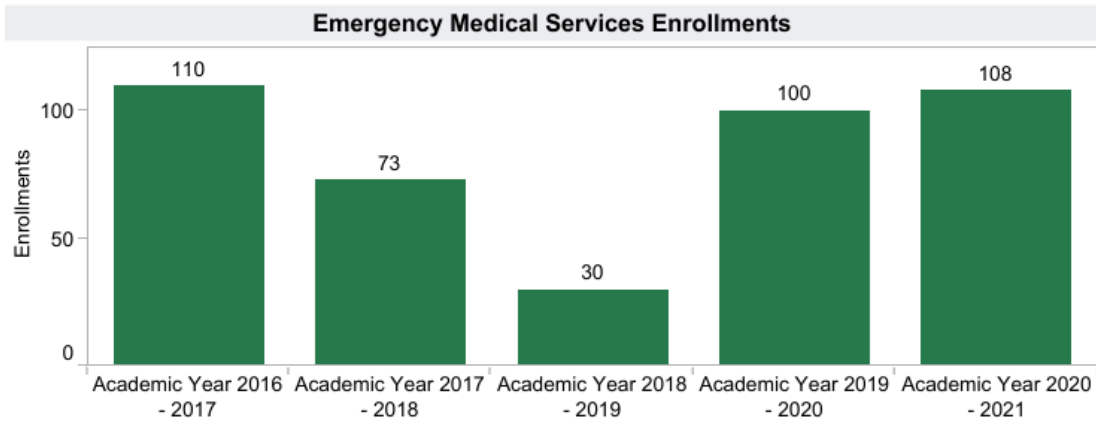
Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically

Cuesta EMS students are challenged in all phases of our programs to demonstrate that they are able to utilize critical thinking processes to quickly and definitively analyze emergency situations in order to mitigate them. This requires students to communicate clearly and effectively and in an ethical manner utilizing many different technological tools and within diverse populations.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

SLOCCCD Program Review Data - Enrollment

Department: Emergency Medical Services **Course:** Multiple values **Dual Enrollment:** All **Prison:** All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Our dip in enrollment in between 2018 and 2019 can be attributed to a timeline change for the paramedic program. In order to better accommodate our students who are working as EMT firefighters, the program moved from a fall start to a spring start. This allows our working students to complete the program in one fire season. As a result, only 2 of the 6 previously offered sections were offered in that academic year. This change has increased access and made this program attractive for students looking to promote within the fire fighting industry. This move also accounts for the extreme spike in enrollments in the 2019-2020 year, when our current format of 5 sections and a spring start began. It is worth noting that the paramedic program saw an increase in enrollments in the 2020-2021 academic year.

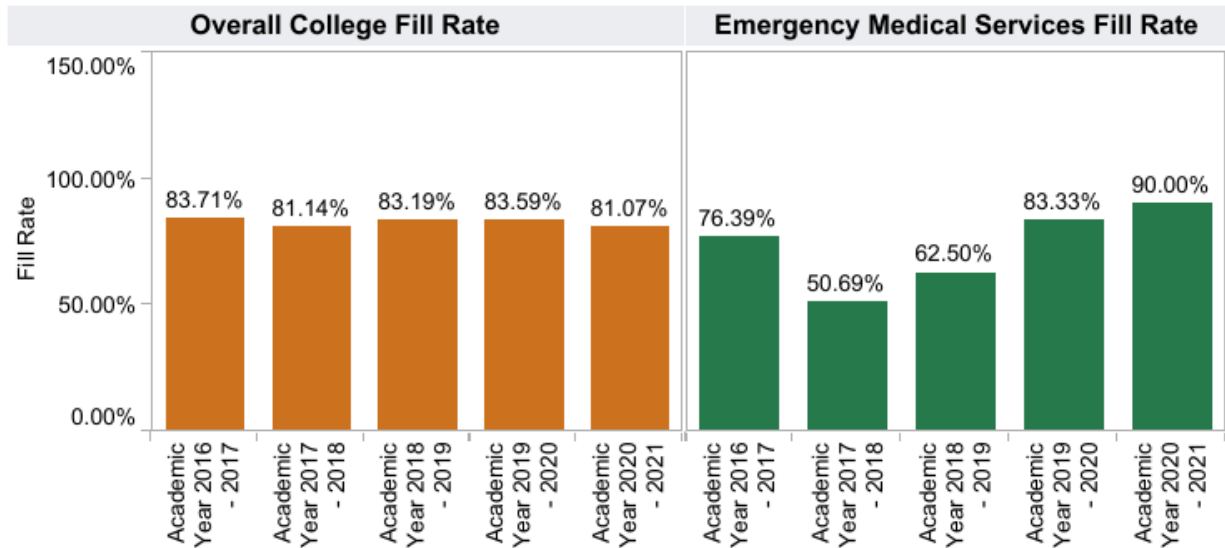
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Emergency Medical Services

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The shift in program timeline appears to be contributing to the increase in overall enrollment that the paramedic program has seen since the 2017-2018 academic year. In spite of the pandemic, enrollment in the program continues to increase. We are hopeful that this trend will continue.

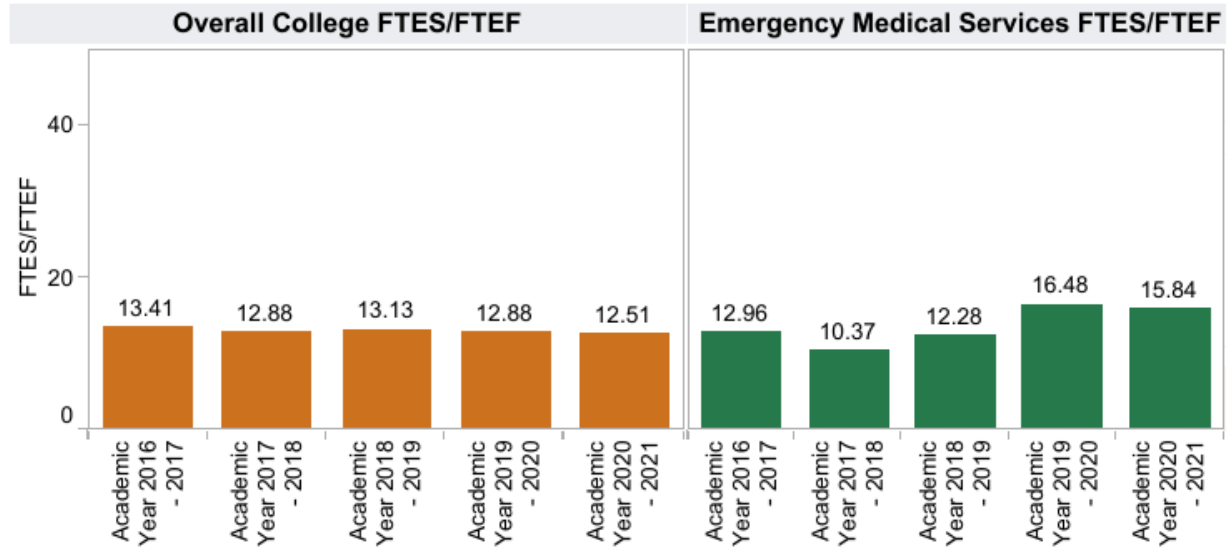
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Emergency Medical Services

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The pandemic has also impacted our efficiency as the course still requires the same staffing to meet state required hours and ratios for labs. We are again hopeful that the current upward trend holds as we move away from the impacts of the pandemic.

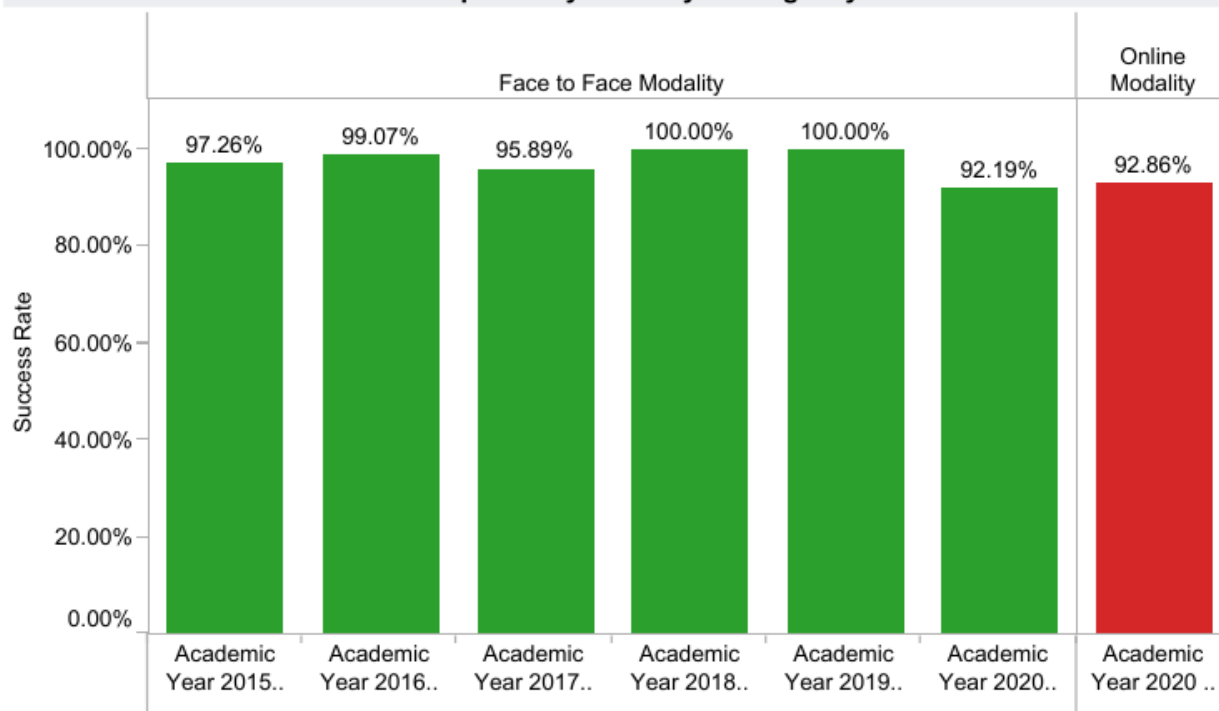
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emergency Medical Services

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Emergency Medical Services



Successful Course Completion by Modality Table - Emergency Medical Services

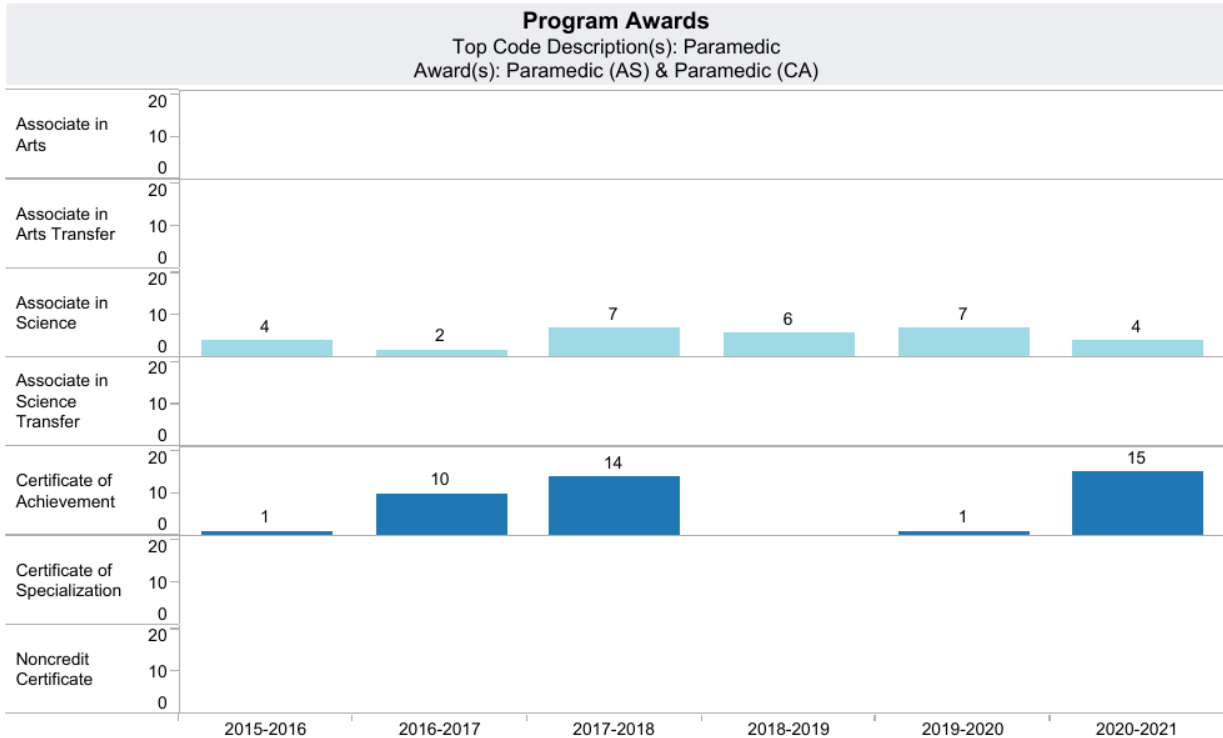
| | | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|-----------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| Face to Face Modality | Department Success Rate | 91.97% | 93.77% | 86.61% | 82.63% | 91.27% | 92.19% |
| | Total Department Enrollm.. | 252.0 | 290.0 | 242.0 | 190.0 | 282.0 | 66.0 |
| Online Modality | Department Success Rate | 93.55% | 94.74% | 90.00% | 81.25% | 91.18% | 81.87% |
| | Total Department Enrollm.. | 31.0 | 19.0 | 40.0 | 32.0 | 37.0 | 193.0 |

The move to online lecture (shown above as online modality) at the start of the pandemic led to a marked decline in our overall success rate. This course is difficult to teach and most difficult to learn in the hybrid manner. Although our overall course success rate dropped (especially at the start of the pandemic) those students who did successfully complete went on to successfully complete their national/state certification requirements (data table later in report). We are confident that our return to fully in-person learning will restore previous successful completion percentages.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Paramedic

Award Type:
Multiple values



| Program Awards Table | | | | | | | |
|----------------------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Award Type | Award | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Associate in Science | Paramedic (AS) | 4 | 2 | 7 | 6 | 7 | 4 |
| | Total | 4 | 2 | 7 | 6 | 7 | 4 |
| Certificate of Achievement | Paramedic (CA) | 1 | 10 | 14 | 0 | 1 | 15 |
| | Total | 1 | 10 | 14 | 0 | 1 | 15 |
| Grand Total | | 5 | 12 | 21 | 6 | 8 | 19 |

Program Awards: The number of degrees and certificates awarded by program type

The overall certificates awarded include reflect those sections that had a temporary reduction in cap (from 24 to 20) as well as the timeline shift for the program. Additionally, this chart reflects the extraordinary number of students who were placed on incomplete contracts secondary to delays in clinical and internship experiences due to the pandemic. We are looking forward to mmoving forward in a maore streamlined fashion in future years.

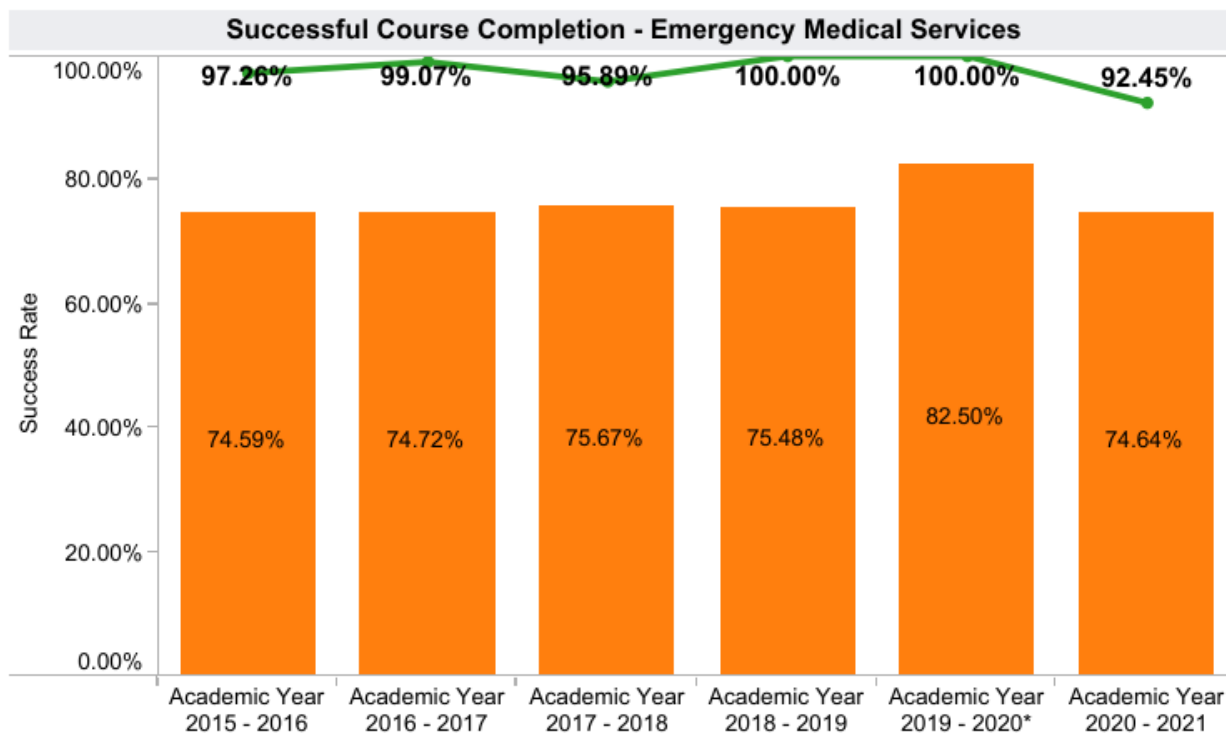
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emergency Medical Services

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
Multiple values



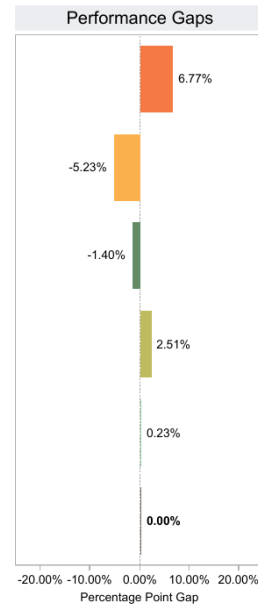
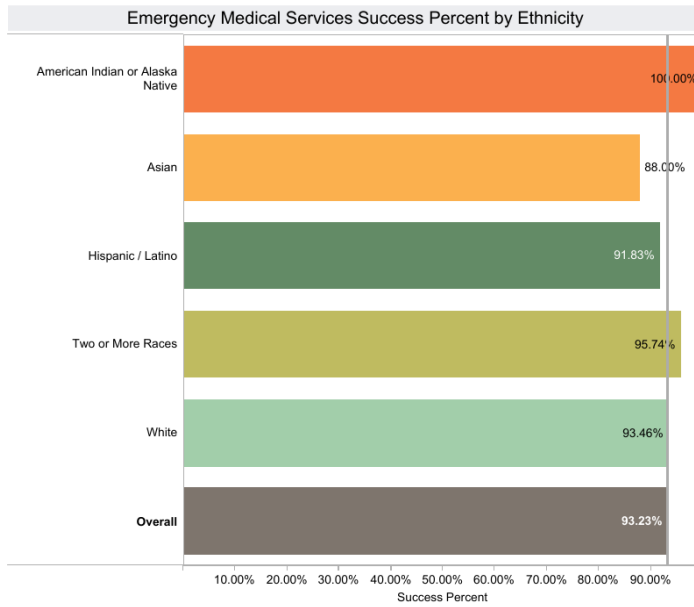
Emergency Medical Services Success Rate Table

| | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|---------------------------|
| Department Success.. | 97.26% | 99.07% | 95.89% | 100.00% | 100.00% | 92.45% |
| Total Enrollments | 73 | 108 | 73 | 30 | 100 | 108 |

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The paramedic program is proud of its success rates and is hopeful that it will return to the 100% mark post pandemic. Hybrid learning has proven to be especially challenging for our students and is reflected in our lowest success rate for this reporting period in the 2020-2021 academic year.

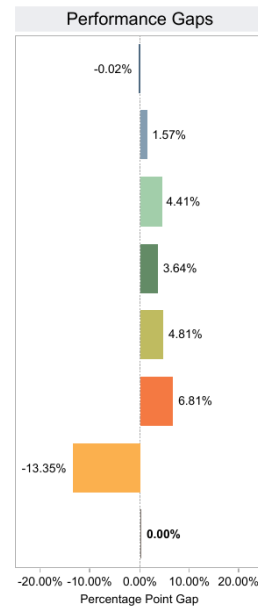
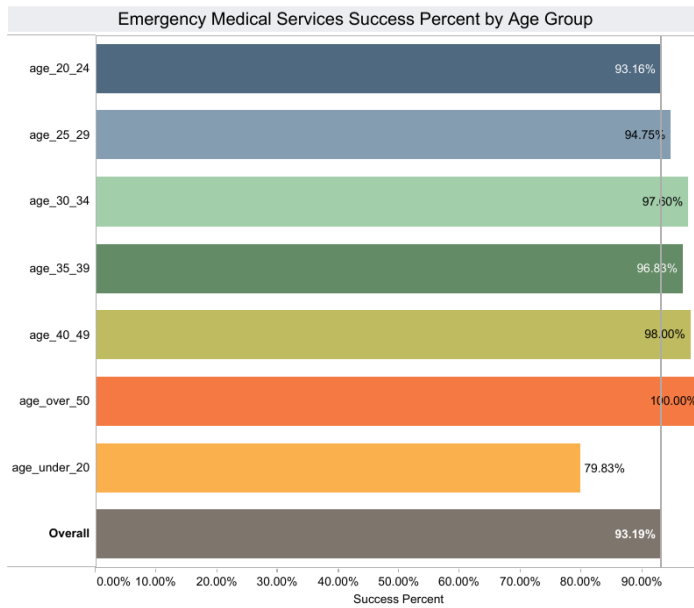
Successful Course Completion by Student Subpopulation



Academic Year:
All
Department:
Emergency Medical Servic..
Region:
San Luis Obispo
Enroll Status:
All
Dual Enrollment:
Not Dual Enrollment
Prison:
Not Prison
Disaggregate By:
Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

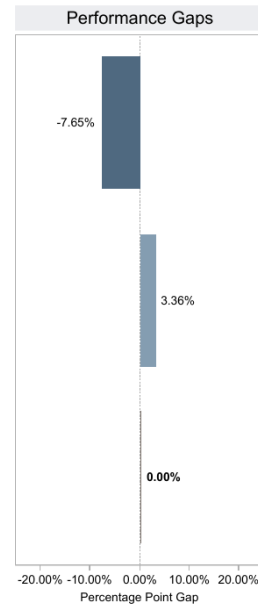
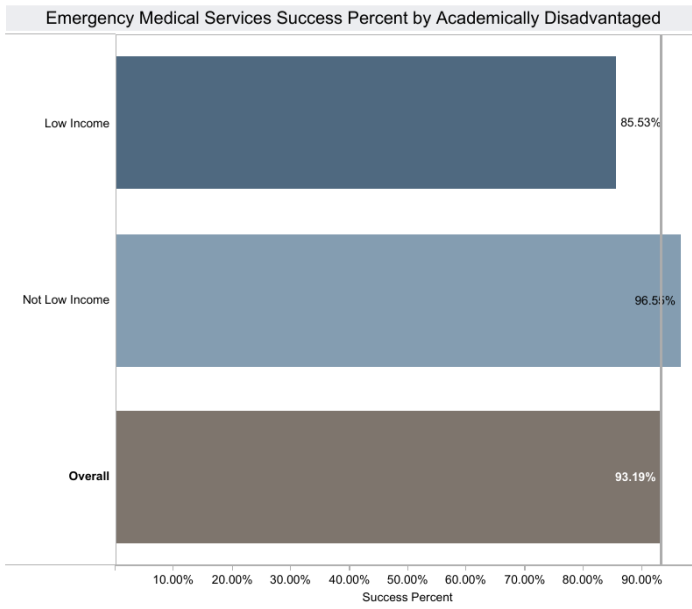
Successful Course Completion by Student Subpopulation



Academic Year:
All
Department:
Emergency Medical Servic..
Region:
San Luis Obispo
Enroll Status:
All
Dual Enrollment:
Not Dual Enrollment
Prison:
Not Prison
Disaggregate By:
Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Emergency Medical Servic..

Region:
San Luis Obispo

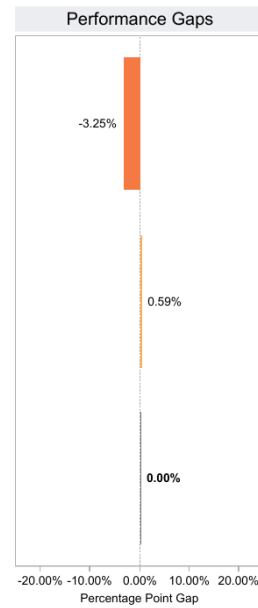
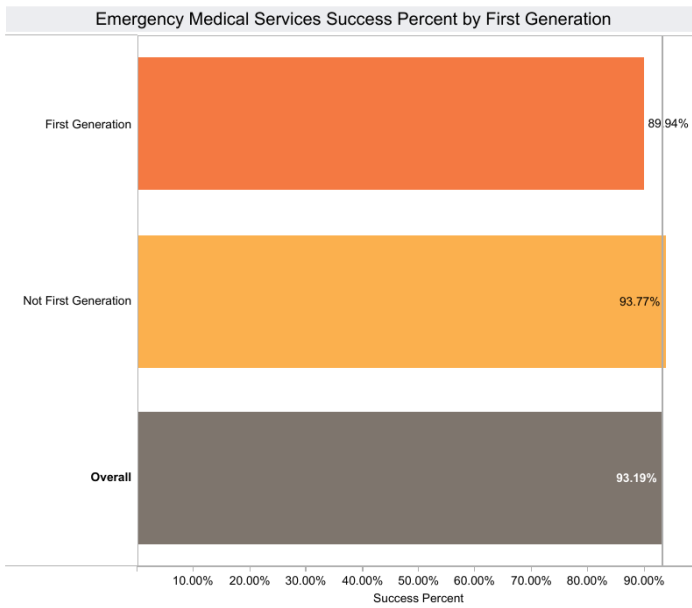
Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Emergency Medical Servic..

Region:
San Luis Obispo

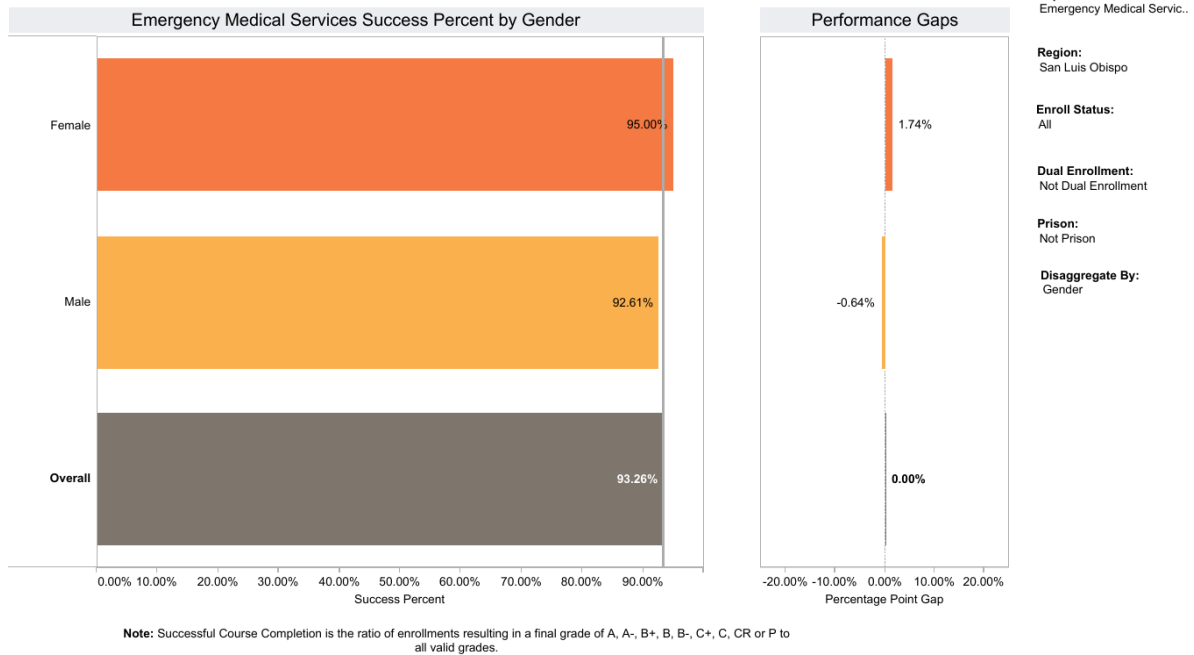
Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
First Generation

Successful Course Completion by Student Subpopulation



This program attracts students in a variety of age groups with a wide range of academic and professional goals. The data is unable to be separated from the EMT course (a pre-requisite course to the paramedic program), which in the San Luis Obispo Campus attracts many students just out of high school. The data shows a disparity of roughly 10-15% in Age <20 (13.35%), low-income (7.65%), 1st gen (3.25%), promise students (12.28%).

We are consistently working toward supporting our economically disadvantaged students with conversations about resources that are available to them through the college. We are hopeful that many of the current programs for students (book grants, fuel cards, free lunches, emergency funds) will continue to be available. The paramedic program is a rigorous program which requires in excess of 50 hours per week of study. This makes maintaining work life remarkably challenging and has a greater impact on our economically disadvantaged students, who often must find balance between academics, work, and family.

IV. Other Relevant Program Data (optional)

| Licensed Paramedic | | | | | | | | | | | | |
|------------------------|---|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Report Year | | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Cohort: Cuesta College | | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Paramedic | N | 20 | 11 | 13 | 15 | 10 | 17 | 11 | 18 | 18 | 19 | On-going |
| NREMT-P Pass Rate | % | 100 | 100 | 100 | 100 | 83 | 94 | 92 | 94.7 | 94.7 | 100 | On-going |
| Total Cohort | N | 20 | 11 | 13 | 15 | 12 | 18 | 12 | 19 | 19 | 19 | 19 |
| | | SLOC CCD Set Standard | | | | | | | | | | |
| | | Paramedic | | | | 70.00% | | | | | | |

As mentioned above regarding overall success rates, our program continues to see above-average (state and national comparison) first-time and overall success rates for the National Registry certification exam (which California uses as their certification exam). It is also to be noted that these numbers do not match our certificates awarded for any given year as students who successfully complete our program and are awarded a completion certificate have 2 years to attempt/complete the National Registry exam. The chart above shows our program success rate for each academic year and the chart below shows overall success since the last CPPR.

Report Date: 3/6/2022 6:31:03 PM

Report Type: Program Report (CA-40001)

Registration Level: Paramedic

Course Completion Date: 2nd Quarter 2018 to 2nd Quarter 2021

Training Program: Cuesta College (CA-40001)

The results of your report request are as follows:

| Attempted The Exam | First Attempt Pass | Cumulative Pass Within 3 Attempts | Cumulative Pass Within 6 Attempts | Failed All 6 Attempts | Eligible For Retest | Did Not Complete Within 2 Years |
|--------------------|--------------------|-----------------------------------|-----------------------------------|-----------------------|---------------------|---------------------------------|
| 46 | 85% (39) | 96% (44) | 98% (45) | 0% (0) | 2% (1) | 0% (0) |

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third,

fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

V. CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

CURRICULUM REVIEW GUIDE and WORKSHEET

Courses and Programs

Current Review Date: 03/06/2022

Reviewer: Tania Coulombe

Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

| Course (Prefix / Number) | Currently active | New course since last CPPR | Major modification since last CPPR | Minor modification since last CPPR | Deactivated since last CPPR Notified impacted program(s)* |
|--------------------------------|---------------------|-------------------------------|--|--|--|
| 105 | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |
| 105L | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |
| 210 | yes / no | no / | no / | no / | no / |

| | | | | | |
|------|----------|-------------------|-------------------|-------------------|-------------------|
| | | yes: date | yes: date | yes: date | yes: date |
| 211 | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |
| 211L | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |
| 212 | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |
| 213 | yes / no | no / yes: date | no / yes: date | no / yes: date | no / yes: date |

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

| Course Number | 105 | 105L | 210 | 211 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Effective term listed on COR | Date: Summ 2011 | Date: Summ 2011 | Date: Fall 2014 | Date: Spr 2020 |
| 2. Catalog / schedule description is appropriate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 3. Pre-/ co-requisites / advisories (if applicable) are appropriate | yes / no ² | yes / no ² | yes / no ² | yes / no ² |

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. "Approved as Distance Education" is accurate (and new addendum complete) | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 5. Grading Method is accurate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 6. Repeatability is zero | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 7. Class Size is accurate | yes / no ² | yes / no ² | yes / no ² | yes / no ² |
| 8. Objectives are aligned with methods of evaluation | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 9. Topics / scope are aligned with objectives | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 10. Assignments are aligned with objectives | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 11. Methods of evaluation are appropriate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 12. Texts, readings, materials are dated within last 5 years | yes / no ³ | yes / no ³ | yes / no ³ | yes / no ³ |
| 13. CSU / IGETC transfer & AA GE information (if applicable) is correct | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 14. Degree / Certificate information (if applicable) is correct | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 15. Course Student Learning Outcomes are accurate | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 16. Library materials are adequate and current * | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

| Course Number | 211L | 212 | 213 | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. Effective term listed on COR | Date: Spr 2020 | Date: Spr 2020 | Date: Spr 2020 | Date: |
| 18. Catalog / schedule description is appropriate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |

| | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Pre-/ co-requisites / advisories (if applicable) are appropriate | yes / no ² | yes / no ² | yes / no ² | yes / no ² |
| 20. "Approved as Distance Education" is accurate (and new addendum complete) | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 21. Grading Method is accurate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 22. Repeatability is zero | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 23. Class Size is accurate | yes / no ² | yes / no ² | yes / no ² | yes / no ² |
| 24. Objectives are aligned with methods of evaluation | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 25. Topics / scope are aligned with objectives | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 26. Assignments are aligned with objectives | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 27. Methods of evaluation are appropriate | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |
| 28. Texts, readings, materials are dated within last 5 years | yes / no ³ | yes / no ³ | yes / no ³ | yes / no ³ |
| 29. CSU / IGETC transfer & AA GE information (if applicable) is correct | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 30. Degree / Certificate information (if applicable) is correct | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 31. Course Student Learning Outcomes are accurate | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ | yes / no ⁴ |
| 32. Library materials are adequate and current * | yes / no ¹ | yes / no ¹ | yes / no ¹ | yes / no ¹ |

Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

| Program / Certificate Title | Currently active | New program since last CPPR | Program modification since last CPPR | Deactivated since last CPPR |
|--------------------------------------|------------------|-----------------------------|--------------------------------------|-----------------------------|
| Paramedic Certificate of Achievement | yes / no | no / yes: date | no / yes: date | no / yes: date |
| Paramedic Associate in Science | yes / no | no / yes: date | no / yes: date | no / yes: date |

Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

| Currently active Program / Certificate: Title | Required courses and electives, incl. course numbers, course titles, and course credits, are accurate | Program description is current | Program Learning Outcomes are accurate and include method of assessment |
|---|---|--------------------------------|---|
| Paramedic Certificate of Achievement | yes / no* | yes / no* | yes / no** |
| Paramedic Associate in Science | yes / no* | yes / no* | yes / no** |

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

| Course Number | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 | Fall 2024 | Spring 2025 | Fall 2025 | Spring 2026 |
|---------------|-----------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 105 | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 105L | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 210 | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 211 | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 211L | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 212 | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |
| 213 | | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor | major / minor |

PROGRAMS / CERTIFICATES

| Program/Certificate | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Title | 2021 | 2022 | 2022 | 2023 | 2023 | 2024 | 2024 | 2025 | 2025 | 2026 |
| Paramedic Certificate of Achievement | | modify | modify | modify | modify | modify | modify | modify | modify | modify |
| Paramedic Associate in Science | | modify | modify | modify | modify | modify | modify | modify | modify | modify |

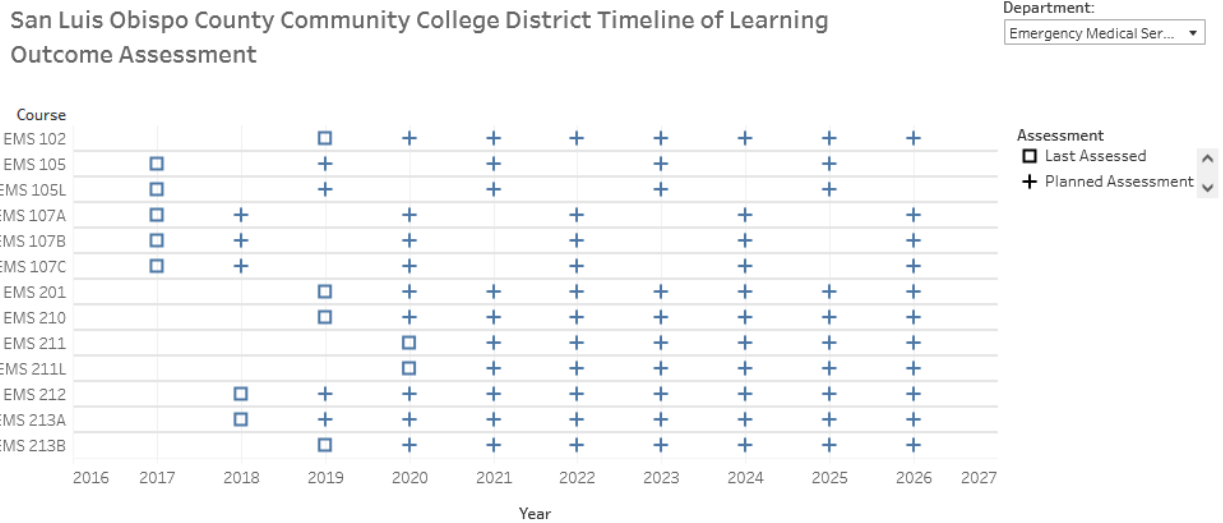
Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

1. Attach or insert the assessment calendar for your program for the next program review cycle.







Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.






All assessments have been completed and presented. Our programs present SLOs in the fall of each year. Any program changes as a result of the review are made in the spring. The above chart does not accurately reflect assessments completed.

Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

AS_PARAMEDIC

| <input checked="" type="checkbox"/> | PLO | Start Date | End Date | Outcome Explorer |
|-------------------------------------|--|------------|---------------|---|
| <input checked="" type="checkbox"/> | COMPREHENSIVE EMS KNOWLEDGE: a. Comprehend EMS knowledge necessary to function in a healthcare setting b. Comprehend general medical knowledge necessary to function in a healthcare setting. | 08/17/2015 | Not specified |  |
| <input checked="" type="checkbox"/> | FIELD INTERNSHIP FINAL COMPETENCY: Demonstrate competency in: a. Scene Management b. Assessment/Treatment c. Communication d. Leadership e. Equipment f. Airway g. Circulation h. Musculoskeletal Skills i. Pharmacology | 08/17/2015 | Not specified |  |
| <input checked="" type="checkbox"/> | LEADERSHIP: a. Apply sound judgment while functioning in a healthcare setting. b. Conduct oneself in an ethical and professional manner. c. Communicate effectively in a healthcare setting. d. Manage time efficiently while functioning in a healthcare setting. | 08/17/2015 | Not specified |  |
| <input checked="" type="checkbox"/> | PATIENT ASSESSMENT: a. Collect data from charts and patients. b. Interpret patient data. c. Recommend appropriate diagnostic and therapeutic procedures. d. Perform patient assessment. | 08/17/2015 | Not specified |  |
| <input checked="" type="checkbox"/> | TREATMENT: a. Perform a broad range of clinical skills. b. Perform approved therapeutic procedures and modalities c. Perform and interpret diagnostic procedures. | 08/17/2015 | Not specified |  |

CA_PARAMED

| <input type="checkbox"/> | PLO | Start Date | End Date | Outcome Explorer |
|--------------------------|--|------------|---------------|---|
| <input type="checkbox"/> | COMPREHENSIVE EMS KNOWLEDGE: a. Comprehend EMS knowledge necessary to function in a healthcare setting b. Comprehend general medical knowledge necessary to function in a healthcare setting. | 08/17/2015 | Not specified |  |
| <input type="checkbox"/> | FIELD INTERNSHIP FINAL COMPETENCY: Demonstrate competency in: a. Scene Management b. Assessment/Treatment c. Communication d. Leadership e. Equipment f. Airway g. Circulation h. Musculoskeletal Skills i. Pharmacology | 08/17/2015 | Not specified |  |
| <input type="checkbox"/> | LEADERSHIP: a. Apply sound judgment while functioning in a healthcare setting. b. Conduct oneself in an ethical and professional manner. c. Communicate effectively in a healthcare setting. d. Manage time efficiently while functioning in a healthcare setting. | 08/17/2015 | Not specified |  |
| <input type="checkbox"/> | PATIENT ASSESSMENT: a. Collect data from charts and patients. b. Interpret patient data. c. Recommend appropriate diagnostic and therapeutic procedures. d. Perform patient assessment. | 08/17/2015 | Not specified |  |
| <input type="checkbox"/> | TREATMENT: a. Perform a broad range of clinical skills. b. Perform approved therapeutic procedures and modalities c. Perform and interpret diagnostic procedures. | 08/17/2015 | Not specified |  |

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Artistic and Cultural Knowledge and Engagement

| <input type="checkbox"/> | | | | |
|---|------------|---------------|------------------|--|
| ILO | Start Date | End Date | Outcome Explorer | |
| <input type="checkbox"/> Identify, create, or critique key elements of inspirational art forms | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories | 08/17/2015 | Not specified | | |

Critical Thinking and Communication

| <input type="checkbox"/> | | | | |
|--|------------|---------------|------------------|--|
| ILO | Start Date | End Date | Outcome Explorer | |
| <input type="checkbox"/> Analyze and evaluate their own thinking processes and those of others | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Communicate and interpret complex information in a clear, ethical, and logical manner | 08/17/2015 | Not specified | | |

Personal, Academic, and Professional Development

| <input type="checkbox"/> | | | | |
|---|------------|---------------|------------------|--|
| ILO | Start Date | End Date | Outcome Explorer | |
| <input type="checkbox"/> Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Demonstrate the professional skills necessary for successful employment | 08/17/2015 | Not specified | | |

Scientific and Environmental Understanding

| <input type="checkbox"/> | | | | |
|---|------------|---------------|------------------|--|
| ILO | Start Date | End Date | Outcome Explorer | |
| <input type="checkbox"/> Draw conclusions based on the scientific method, computations or experimental and observational evidence | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Construct and analyze statements in a formal symbolic system | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Analyze the relationship between people's actions and the physical world | 08/17/2015 | Not specified | | |
| <input type="checkbox"/> Make decisions regarding environmental issues based on scientific evidence and reasoning | 08/17/2015 | Not specified | | |

Social, Historical, and Global Knowledge and Engagement

| <input type="checkbox"/> | | | | |
|--------------------------|---|------------|---------------|------------------|
| ILO | | Start Date | End Date | Outcome Explorer |
| <input type="checkbox"/> | Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world | 08/17/2015 | Not specified | |
| <input type="checkbox"/> | Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures | 08/17/2015 | Not specified | |

Technical and Informational Fluency

| <input type="checkbox"/> | | | | |
|--------------------------|---|------------|---------------|------------------|
| ILO | | Start Date | End Date | Outcome Explorer |
| <input type="checkbox"/> | Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically | 08/17/2015 | Not specified | |
| <input type="checkbox"/> | Produce and share electronic documents, images, and projects using modern software and technology | 08/17/2015 | Not specified | |

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

No program changes made since the last CPPR based on SLO assessment. Program changes made were due to state required (Title 22) regulatory changes to course content and hours.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

Program Resource Needs Input_2022

| Item description | Program | Cost | Site | New or replacement | Need: immediate, intermediate, long-term | Justification |
|---------------------------------|---------|---------|------|--------------------|--|--|
| Program Director (Permanent FT) | Para | 100K/Yr | SLO | New | Intermediate | Program requirement Note: partially funded with a PT PD |
| EMS Faculty F/T Tenure Track | Para | 65K/Yr | SLO | New | Intermediate | EMS programs have, on average, 114 students per semester and are in need of additional faculty to support students and improve |

| | | | | | | |
|---|---------------------------|---|----------|-----|--------------|--|
| | | | | | | retention and potential program growth |
| Lab / Sim Tech | Shared with N&AH programs | 60K | SLO | New | Long-term | Previously on unit plan. To better serve students we would like to have planned and coordinated labs to facilitate both maximum lab time as well as inter-program sim labs |
| EKG Calipers | Para | \$225 (\$8.95/ea) | SLO | New | Immediate | Instructional material need for teaching EKGs in the Paramedic Program. |
| AV Remotes | Shared EMS | \$275(8 x appr \$33/each) | SLO | New | Intermediate | PT faculty teaching in multiple classrooms on both campuses have requested AV remotes for individual checkout |
| Tactical EMS Training Kit (Triage Tags, Victim Cards) | Shared EMS | \$555.00 (Kit – 2x \$115, Tags – 2x 100, Cards – 2 x 62.50) | SLO & NC | New | Immediate | Title 22 regulation updated requiring mandatory Tactical EMS hours in our courses. These supplies support that training. |

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

1. Institutional Goals and Objectives: Cuesta EMS programs supports the mission of Cuesta College by delivering quality pre-hospital medical services education in support of our local community fostering students into the workforce after just one semester of education (EMT program), supporting their continued certification with refresher training (EMT Refresher program) and continuing and advancing their technical skills and education (Paramedic Program/AS in Paramedicine). Students are given opportunities locally to complete clinical internships with local businesses that hire our students.
2. Institutional Learning Outcomes: See program mapping chart above
3. Program outcomes: See PLO chart above

Indicate any anticipated changes in the following areas:

Curriculum and scheduling: There is a potential for human trafficking education to be added to our EMS courses based on pending state legislature (bill currently on the docket). This would require a minimum of 20 minutes of education added to the curriculum. Scheduling should not be impacted with this minimal addition.

Support services to promote success, persistence and retention: We continue to look for ways to support the college and incoming students with participating in outreach events. We also work closely with DSPS, Veterans Services and other college services to support our students during while they are enrolled in our programs and actively counsel our students during the program to assist them with employment once they complete.

Facilities needs: We are still in need of the replacement of classroom space lost with the construction of the new 2600/2700 building. We are not able to grow programs with the current limit on space as we compete with space for lecture and labs with other Nursing and Allied Health Programs. A dedicated lab space that allows for lab preparation and less movement of simulation equipment (which leads to more wear and tear) would be ideal.

Staffing needs/projections: We have increased our placement on the faculty prioritization list from #10 last year to #4 this year. We hope to retain or gain position next year so that we can have funding for that position. We are in need of another FT faculty as well as a fulltime and permanent director over the EMS programs. These positions will allow for the growth of our

programs as we seek to add a summer hybrid EMT course, a summer EMT Refresher course and a 2nd Paramedic cohort annually.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We feel strongly that we will recover the lost FTES that has been a result of the pandemic. We will continue to recruit in local highschools, support our local agencies seeking training for their personnel and continue to plan for more sections in the future as we are able with space and staffing.

VIII. END NOTES

Our EMS programs have students working in local hospitals, for private and public ambulance services as well as with SLO County Parks, CALFIRE and municipal fire services within our county and have recently had students who graduated since the last CPPR gain employment in North Carolina, Oregon and Washington state.

IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

Dean's Response:

Strengths:

The Paramedic program is to be commended for its strong pass rates, above average efficiency, fill rates, and relatively minimal achievement gaps.

Challenges:

While small, it is recommended that faculty continue to monitor success gaps between Low-Income and Not Low-Income groups.

Considerations:

As noted, the Paramedic program has been without a Director of Allied Health for the past two years. However, the program appears to continue to be strong despite this challenge.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

| Division Chair/Director Name | Signature | Date |
|------------------------------|--|----------|
| Tania Coulombe |  | 3/6/2022 |

| Name | Signature | Date |
|------|-----------|------|
|------|-----------|------|

| Name | Signature | Date |
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| Name | Signature | Date |
|------|-----------|------|
|------|-----------|------|

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

| | |
|---|--------------|
|  | 4/21/2022 |
| Vice President/Dean } | Date |
|  <small>Monica Millard (Apr 21, 2022 11:29 PDT)</small> | Apr 21, 2022 |
| Division Chair/Director/Designee | Date |
|  | Apr 21, 2022 |
| Other (when applicable) | Date |

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.









CPPR_Paramedic_2022_2023_Dean_signed

Final Audit Report

2022-04-21

| | |
|-----------------|--|
| Created: | 2022-04-21 |
| By: | Susan Kline (susan_kline@cuesta.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAB4v7k14_8dBOyAuuba4KTHm9flsyaCXY |

"CPPR_Paramedic_2022_2023_Dean_signed" History

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