



PROGRAM COMPREHENSIVE REPORT

2022 - 2023

Program Review (P) - Paramedic/EMT

Program Planning

2022 - 2023

General Information

Briefly describe your program.

The EMS and PM programs provide students with the knowledge and skills required to operate in prehospital emergency care at the EMT and Paramedic levels. Students can begin working upon completion of the program at either level.

How does your program support VC's mission?

The EMS and PM programs align with the VC Mission in creating workforce preparation opportunities. Upon completion of the EMS or PM programs, students are eligible to sit for the national certification exam, leading them to employment opportunities in emergency medical care.

Which disciplines are included in your program?

Emergency Medical Services (EMS) and Paramedic (PM)

SWOT Analysis: What are the strengths of your program?

The Paramedic Program has provided the local county with a large portion of its paramedic workforce. Over 70% of program graduates are employed within Ventura County at some time in their career. Many of the paramedics in Ventura County today are graduates of this program.

The success of the EMT and Paramedic programs

SWOT Analysis: What are the weaknesses of your program?

Access to instructional faculty and staff as well as field capstone preceptors. There are significant limitations presented with both groups leading to limited program growth/increase of class size.

SWOT Analysis: What are some opportunities for your program?

Improving the preceptor base in the county in collaboration with the Ventura County EMS Agency and the multiple providers of emergency services lists as a top priority. Having enough properly trained and well-prepared preceptors will allow the program to increase the size of each cohort, in turn producing more entry-level paramedics to enter the workforce.

Starting at the EMT level, those graduates of the program are seeing more opportunity locally to gain work experience and return to college to upgrade knowledge and skills to the paramedic level with the financial support of their employers.

Returning to in-person recruitment events will help re-establish the pipeline for entry into the EMS and PM programs.

SWOT Analysis: What are some threats to your program?

Additions of paramedic programs continue to threaten the ability to fill the paramedic course here at Ventura College. Allan Hancock College and Moorpark College have made recent moves to establish paramedic training programs. Some students of the Ventura College Paramedic Program come from great distances to attend these courses. The addition of paramedic programs will draw applicants to these other sites and will further impact the availability of preceptors required for the field capstone training. College of the Canyons and Glendale College are also in the process of establishing paramedic programs. These will undoubtedly decrease the number of applicants to the program at Ventura College.

Enrollment & Demographics

General Observations

Course enrollment has been impacted by COVID since 2020. Recruitment has been non-existent and has caught up with the EMT course enrollment. The Paramedic program has had to cancel the pre-course work experience class, but added a second cohort with a modified schedule to allow students the opportunity to

Program Planning

continue working while in the program. As a return to pre-COVID recruitment and course offerings comes to pass, the numbers should rise for these programs.

The composition of the Paramedic and EMT programs is not in alignment with the general college course composition.

Over the past five years, what was the trend in your program's enrollment?

Increased

Has there been a substantial decrease in any of your program's disciplines?

Yes

If yes, please list disciplines and reasons for the decrease in enrollment.

The EMT program had a decline from 2020-2021 to 2021-2022, but is increased overall from 2017-2018

Are student gender demographics similar between your program and the college?

No

Are student ethnic demographics similar between your program and the college?

No

Please describe any areas where your program's demographics vary from the college.

When compared to the college as a whole, more males appear in the Paramedic and EMT classrooms than females. Enrollment by ethnicity shows a higher percentage of white students than those of other ethnic origin.

Course Success Rate

General Observations

Overall success rates for the EMT and Paramedic courses has remained above the 66.7% threshold and the Overall VC numbers with the exception of spring 2020 when the two EMT courses were cancelled due to COVID (clinical access was denied and students could not meet state requirements to complete). There was another decrease in success noted with the EMT courses in 2021-2022, which again can be attributed to COVID as students became ill and missed more hours than the state regulations permitted, they withdrew from the program resulting in decreasing success rates.

Course success by gender continues to favor female students over male students. The course design change from years ago to incorporate skills attainment into a regularly scheduled week event was the modification that attributed to the success of this gender group.

A gap remains in the course success by ethnicity. Looking at all of the students collectively, financial need was the largest factor associated with students leaving the courses. Textbook materials were purchased and placed in the lending library to assist students with access to expensive resources required in the program.

Was the most recent year's course success rate higher than the college standard of 66.7%?

Yes

Was the most recent year's course success rate higher than the overall college average?

Yes

Has your course success rate increased, decreased, or remained constant over the past 5 years?

Decreased

Click the "Disciplines" tab - Describe any differences between the disciplines in your program.

The PM courses are consistent in their success rates. The EMT course shows a degree of variability from year to year. 2020 was the biggest impact in EMT success when the course was cancelled due to COVID. The return to the clinical settings for the EMT course in 2021-2022 also provided additional problems for student success related to updated vaccination requirements at the clinical sites and the impact of students getting COVID or caring for family members that had COVID.

Click the "Ethnicity" Report on the right - Are there gaps in your course success rate by ethnicity?

Yes

How have these gaps changed over the past five years?

Remained Constant

Program Planning

Click the "Gender" Report on the right - Are there gaps in your course success rate by gender?

Yes

How have these gaps changed over the past five years?

Remained Constant

Describe what your program has done over the past 3 years to close equity gaps in course success.

Female students for Paramedic and EMT outperform their male counterparts for most of the last 5 years. This has been attributed to early and consistent skills attainment.

Financial need is a large issue for the EMT and Paramedic students. Over the last two years, the program has accepted donations and was awarded grant funding that allowed for the purchase of textbook materials to be placed in the lending library. For the EMT students, this represented about \$100 in savings for the course. Similar savings were noted for the paramedic students. The access to the learning materials at no cost will hopefully yield an increased success rate for all students and close equity gaps.

Student Completion

Does your program offer a degree or certificate of achievement?

Yes

How does your program contribute to VC's goal of increasing our degree/certificate/transfer rate?

Students earning the paramedic COA or AS degree contribute to the number of COAs and degrees awarded at VC.

Within the past five years, what is the trend for your program's degree/certificates awarded?

Steady level of degrees/certificates based on the number of students entering the program. 2021-2022 data is off a little due to the nature of the program completion timelines that often result in an incomplete. The awards of degrees and certificates are held back pending successful completion and are later adjusted to correct with future data pulls.

Are any of the degrees/certificates in your program on the program warning list?

No

Describe why this degree/certificate has fewer than 15 awards over the past five years.

n/a

Describe why this degree/certificate should continue to be offered.

n/a

Click the "Award Ethnicity" Report on the right – Are there equity gaps by ethnicity?

Yes

If yes, please describe.

Per the data set, Hispanic students are awarded degrees and certificates below the number of students that completed while white students earn degrees/certificates at a higher percentage.

Click the "Award Gender" Report on the right – Are there equity gaps by gender?

No

If yes, please describe.

n/a

Click the "CSU/UC Transfers" Report on the right - How has the number of CSU Transfers changed over the past 5 years?

Remained Constant

Click the "CSU/UC Transfers" Report on the right - How has the number of UC Transfers changed over the past 5 years?

Remained Constant

Click the "Transfer Ethnicity" Report on the right – Are there equity gaps by ethnicity?

No

If yes, please describe.

no data for program

Click the "Transfer Gender" Report on the right – Are there equity gaps by gender?

No

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If yes, please describe.

no data for program

Course Offerings

General Observations

All courses have been offered each year. State regulations require that the EMT Refresher be offered annually and that course is set to resume in 2023 after curriculum updates and revisions were required after an issue with the curriculum being denied after it was converted to a non-credit option.

Are there any disciplines in which 30% or more of classes haven't been offered in the past 5 years?

No

If yes, please enter the discipline(s), and the reason(s) why the classes haven't been offered.

n/a

CSLOs

Briefly summarize the results of your Course SLOs.

The course SLOs are rooted to the regulatory compliance items issued to EMT and Paramedic programs. Focusing on clinical benchmarks for student performance with patient care has consistently been achieved by EMT and Paramedic students.

Which SLO initiatives had the greatest impact on student learning in your program?

Simulation expansion has been at the core of student learning. All improvements to the simulation environments and equipment lead to a better experience for the students to practice and prepare in a controlled environment for what they will need to do in an uncontrolled/austere environment they will work as EMTs and Paramedics.

PSLOs

Briefly summarize the results of your Program SLOs.

The course SLOs are rooted to the regulatory compliance items issued to EMT and Paramedic programs. Focusing on clinical benchmarks for student performance with patient care has consistently been achieved by EMT and Paramedic students.

Which PSLO initiatives had the greatest impact on student learning in your program?

Simulation expansion has been at the core of student learning. All improvements to the simulation environments and equipment lead to a better experience for the students to practice and prepare in a controlled environment for what they will need to do in an uncontrolled/austere environment they will work as EMTs and Paramedics.

Labor Market Data - CE Only

Describe the 3-year projections for the occupations that your program prepares students for.

Job outlook for the profession is for 7% growth per the U.S. Bureau of Labor Statistics.

<https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm>

Local private ambulance companies are at approximately 50-60% staffing for paramedics and are looking to hire for existing positions in addition to the growth factor. Local fire departments that hire paramedics are not experiencing any shortages.

Are any occupations projected to decline?

No

If yes, which occupations?

n/a

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Describe the median hourly earnings for the occupations that your program prepares students for.

Paramedics in CA have an hourly mean wage of \$29.97 & annual mean wage of \$58,190 per the U.S. Bureau of Labor Statistics <https://www.bls.gov/oes/current/oes292043.htm>

EMTs in CA have an hourly mean wage of \$20.40 & annual mean wage of \$42,420 per the U.S. Bureau of Labor Statistics <https://www.bls.gov/oes/current/oes292042.htm>

What steps is your program taking to ensure that graduates are hired by regional employers?

The program arranges interviews with employers before the paramedic students finish the program. This results in students having a conditional job offer pending their successful completion of the program.

EMT employers are introduced to the classes near the end of the term to share their interest in hiring students from this level of education and training.

Objective

3-Year Objective

Develop a permanent simulation environment

What specific actions will you take to meet this objective?

Maintaining the simulation space available to students for practice of skills in realistic environments as the current trailers are temporary. This space will serve the EMT, Paramedic, CNA, Home Health Aide, and Criminal Justice programs.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?

Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

06/30/2025

Resource Requests

Resource Request Status

Active

Request Year

2022-2023

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

PAR1706

Description of Resource Request

Design, relocate/build/convert existing space, and furnish a simulated home/office environment including a bathroom, office, kitchen, living/dining area, bedrooms, garage/workshop, and yard area.

Maintaining the simulation space allows the programs to incorporate a high degree of realism into the simulation exercises. High fidelity simulations are better at preparing students for the clinical practicum and field capstone portions of the course work.

Cost of construction and materials has increased substantially since 2020 increasing the cost estimate from \$150,000 to \$262,500.

Estimated Cost

\$262,500 (costs updated 2022)

Type

Facilities

New/Replacement

Replacement

Previously Requested in Year(s)

2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016, 2021-2022

Priority

03

Primary Contact For This Resource Request

Tom O'Connor

Administrator, Faculty, or Staff Request**Equipment, Technology, or Facilities Request****Pirate's Code**

MAIDENHAIR

Please explain how critical this request is to your program's goals.

The EMT/PM Programs have outgrown the HSC building and require realistic simulation spaces mimicking the environments encountered as part of the job. If/when the trailers are relocated/demolished, the programs utilizing that space will be sent backwards in the training and education provided. Planning for use of the trailers in a permanent location is needed. Alternatively, incorporating the simulation needs of the EMT/Paramedic and Forensics departments into future buildings on campus would be another alternative, but comes with a larger price tag. Container homes may be another direction that can replace this space for a more permanent solution.

How many students will be impacted by this request?

250 students per year

What, if any, ongoing maintenance and licensing costs will your request require?

Building maintenance and upkeep consistent with all spaces on campus

Have you identified funding sources to cover ongoing costs?

Campus operational budget

How will this resource improve the current learning environment, campus services, or operating conditions on campus?

Learning environment improvement is seen for forensics and EMT/Paramedic when simulating realistic sites of crime scenes and patient care. The realism that is involved adds a tremendous amount to the critical thinking and other considerations a students must face in the real world. Attempting to simulate in a classroom setting does not provide the realism required to acquire many of the basic ancillary skills being taught.

Resource Requests**Resource Request Status**

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

PAR2104

Description of Resource Request

Warranty extension for immersive simulator VizMove-PRISM beyond the first year. Price quoted at \$5500 per year. Grant Jones requested that this item be added to maintain the product. GRANT FUNDS may be available for this expense.

Estimated Cost

\$5500/year

Type

Technology

New/Replacement

New

Previously Requested in Year(s)

2021-2022

Priority

02

Primary Contact For This Resource Request

Tom O'Connor

Administrator, Faculty, or Staff Request

Equipment, Technology, or Facilities Request

Pirate's Code

BROMELIAD

Please explain how critical this request is to your program's goals.

The PRISM system was installed in spring 2022 and had a one year warranty. Extending the warranty service was highly recommended by IT Director Grant Jones to maintain this specialized system.

How many students will be impacted by this request?

250

What, if any, ongoing maintenance and licensing costs will your request require?

\$5500 per year

Have you identified funding sources to cover ongoing costs?

Institutional funding - Grants were used to purchase the system.

How will this resource improve the current learning environment, campus services, or operating conditions on campus?

Maintaining the simulator in full functional form is required to keep the student learning opportunities present in the classroom.

Objective

3-Year Objective

Create an EMT Certificate of Achievement

What specific actions will you take to meet this objective?

1. Determine the courses that would constitute a Certificate of Achievement for the EMT students.
2. Create the Certificate of Achievement.
3. Revise the paramedic program prerequisites to offer the EMT Certificate of Achievement as an alternate to the 1000 hours of EMT experience needed to enter the paramedic program. This would offer an academic pathway into the paramedic program.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?

Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

07/31/2025

Objective

3-Year Objective

Increase EMT student success to >85% and increase paramedic student success rate to >90%

What specific actions will you take to meet this objective?

Increased psychomotor training has shown steady improvement in EMT student success. Better tracking of total attempts (successful and unsuccessful) needed. Adding additional requirements for the minimum number of iterations of skills practice from 5 peer-to-peer & 1 instructor sign off to 10 peer-to-peer (with at least 5 successful) and 2 instructor sign offs in groupings of 5:1 and 5:1 (test with peers 5 times before each instructor sign-off).

Increase the number of simulation exercises used in classroom teaching at the paramedic level. Use the simulations to teach the pathophysiology points listed in the course curriculum to better align the learning with how the students are expected to perform during the clinical practicum and field capstone portion of the course work. Use of the PRISM system in creating environments that support the suspension of disbelief needed for successful simulation.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?

Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

06/30/2025

Objective

3-Year Objective

Improve completion and retention rates through better prepared EMT experience

What specific actions will you take to meet this objective?

We will work closely with the local EMS providers to create an employment pathway for EMTs to enter the workforce, gain the skills and experience needed to be successful in paramedic school, and work with mentors in the field and at the college. These candidates should be highly qualified for completion of the paramedic program and would increase completion rates while minimizing attrition.

Building on the prior cycle's work on the development of On the Job Training with AMR.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?

Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

06/30/2025

Year 2: Describe Progress Made Towards Objective

.

Year 3: Describe Progress Made Towards This Objective

Objective

3-Year Objective

Increase marketing to and success rate of non-traditional pathway students

What specific actions will you take to meet this objective?

Increase program marketing and outreach to engage non-traditional students.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 3: Strengthen local/regional partnerships and community engagement

Which of the following Student Equity Plan Goals does this objective align with?

Goal 1: Access and Successful Enrollment

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

08/06/2025

Objective

3-Year Objective

Second Paramedic Cohort Option Continuance

What specific actions will you take to meet this objective?

The two-day a week, part-time course has allowed participants time to work full-time while attending the program. The request for a second cohort has been made for years at the paramedic advisory meeting by the local EMS agencies. The local ambulance provider has started paying students for the program costs and for their time in the classroom at their hourly rate. There continues to be a dire need for more paramedics to a tune of 60-90 per year projected out for the next five years throughout Santa Barbara and Ventura Counties.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?

Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

06/30/2025

Resource Requests

Resource Request Status

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

PAR2102

Description of Resource Request

Growth Hire:

Hire a full-time tenure-track faculty for the EMT/ paramedic programs.

Estimated Cost

120,000

Type

Full-time Faculty

New/Replacement

New

Previously Requested in Year(s)

2021-2022

Priority

01

Primary Contact For This Resource Request

Tom O'Connor

Administrator, Faculty, or Staff Request

Please provide a detailed justification as to why this position is needed.

B. Has there been difficulty in hiring and retaining faculty? Explain how this FT faculty resource could address these staffing difficulties.

Recruiting and Retention

Qualified personnel needed to teach EMTs and paramedics currently work in public safety. These personnel are required to respond to emergencies, especially in the form of natural disasters (pandemics, fires, hurricanes, etc.) and are being stretched beyond capacity to fill vacant shifts at their primary place of employment due to statewide staffing shortages. Unique to the EMS profession, personnel are often mandated to additional shifts at their primary place of employment. Fire service and Ambulance based employees typically work a 24 hour shift and are told they will not have relief at shift change, requiring them to remain on duty for multiple shifts back to back. This has negatively impacted the EMS program (paramedic and EMT) almost weekly as our adjunct faculty are mandated to additional shifts or deployed to natural disasters. As the program director, I continue to max out my load at 1.4 FTEF, accept multiple substitute assignments for open staff positions beyond this load limit, and then take on additional substitute assignments as adjunct faculty are mandated by their primary employers.

Adjunct hiring searches across the three campuses across the district continues to be difficult. Each campus has hired a few adjunct faculty and still have open positions. There are not a lot of applicants and the three campuses continue to pull the list frequently. Ventura College has pulled the list multiple times in the past year in attempts to fill open positions. Anticipated departures of adjunct faculty and surprise resignations have not been adequately replaced due to the most recent failed searches for additional adjunct faculty.

The department has processed adjunct hiring pools multiple times throughout 2021 to secure additional adjunct faculty. We are in competition for EMS adjunct faculty with the programs located at Moorpark and Oxnard Colleges. Adjunct faculty continue to limited availability to assist with teaching the program. One recently hired

adjunct is not available after the fall semester due to a change in employment creating additional vacancies for our programs.

In summary, there are not a lot of candidates for the adjunct pool, the three colleges need EMS adjuncts from the same small pool, and when we do hire an adjunct – they may not be able to fulfill their teaching obligations due to the needs of their primary employer. Adjunct faculty currently carry 0.92 FTEF in the paramedic classes and another 1.42 FTEF load in the EMT program during the fall semester. FT faculty are working overload of 0.24 FTEF. Filling the full-time request of the EMT/Paramedic program would alleviate this issue of class coverage and allow for the program faculty to operate under normal conditions (loads near the 1.0 level). The emergency operation mode does not allow for program development and improvement. Having an additional FT Faculty to cover a portion of the 2.58 FTEF load not covered by current FT faculty would help the program meet the student learning goals and community expectation for those entering the workforce.

C. What is the ratio of PT to FT faculty in this program (e.g., % of courses taught by FT faculty). Explain how this FT faculty request will impact students served by this program.

The college started a second paramedic cohort in fall 2021. The additional part-time paramedic cohort provides enough faculty load to support a FT tenure-track position. Fall semester PT paramedic load: 1.14FTEF, Spring semester: 0.82FTEF, and Summer: 0.99FTEF.

Adjunct faculty cover 57% of the program hours for the EMT/Paramedic department. A full-time faculty improves student success by increasing the availability of instructors to students outside of class hours (office hours and additional time). Part-time faculty are only on campus for the time they teach plus the 2-6 office hours per semester.

There are additional barriers to access of adjunct faculty as their primary jobs often result in mandates (not permitted to leave their primary employer), resulting in the substitutes to cover the hours. (2022) Most adjunct faculty continue to experience 1-2 mandates per week for the fire department and ambulance providers. This results in a last minute replacements for complex lectures with minimal prep time (mandates are usually notified near the end of a 24-hour shift and provide little opportunity for early notification to substitute faculty).

Disaster deployments through FEMA (hurricanes, wildfires, etc.) also take adjunct faculty out of the area for up to 21 days when deployed by their primary employers. Substitute teaching with minimal prep time or when overburdened to teach well beyond a full load of classes does not serve students well. Course cancellations are not possible as the EMT and Paramedic programs are regulated by CA State to have minimum hour content in specific areas. Full-time employees are able to deliver consistently high-level, engaging materials as their primary job focus is at the college with the students.

An additional full-time faculty for the program would allow for a fully committed educator to put the students first by providing consistently formatted and delivered material, having regular office hours and being availability on campus to help prepare more successful students. Knowing the students better through consistent classroom time increases student retention in the program.

D. Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

The department currently has two FT faculty. The additional paramedic cohort (part-time option) was added in 2021 and has enough hours to support another FT position. There are ample FTEF loads to accommodate three FT faculty in the department and retain the adjunct staffing that are already a part of the educational team with the program.

Santa Paula High School and Fillmore High School have both submitted requests to offer Emergency Medical

Responder (EMR) courses for their students. We are unable to fulfill our current obligations on campus with the limited adjunct faculty and would prefer to have consistent representation at these sites for the EMR courses. Adjunct faculty changes due to their primary employment obligations would create a poor learning environment with last minute substitutions. Full-time faculty would allow for these course offerings to proceed and meet the needs of local high schools. FTEF load of 0.2 per section; total of 0.4 FTEF would be assigned to this new position. Without an additional FT Faculty, meeting the needs of students at these sites will not be plausible.

Additional full-time faculty will improve student success by increasing the availability of instructors to students outside of class hours (office hours and additional time). Part-time faculty are only on campus for the time they teach plus the 2-6 office hours per semester. There are additional barriers to access of adjunct faculty as their primary jobs often result in mandates (not permitted to leave their primary employer), resulting in the substitutes to cover the hours. Most adjunct faculty are currently (2021) experiencing 1-2 mandates per week for the fire department and ambulance providers. This results in a last minute replacement for complex lectures with minimal prep time (mandates are usually notified near the end of a 24-hour shift). Disaster deployments through FEMA (hurricanes, wildfires, etc.) can also take adjunct faculty out of the area for up to 21 days when deployed by their primary employers. Substitute teaching with minimal prep time or when overburdened to teach well beyond a full load of classes does not serve students well. Class session cancellations are not helpful as the EMT and Paramedic programs are regulated by CA State to have minimum hour content in specific areas. Full-time employees are able to deliver consistently high-level, engaging materials as their primary job focus is at the college with the students.

One additional full-time faculty for the program would allow for fully committed educators to put the students first by providing consistently formatted and delivered material, holding regular office hours, and being available on campus to help prepare more successful students. The full-time faculty would also be able to serve on campus committees representing the Career Education Division, expand inter-departmental classroom collaborations (ANPH, Child Development, Nursing, Kinesiology), and provide support services to students in the program to improve overall success and improve retention. Unlike most courses offered at the college, the EMT/PM courses are typically taught by multiple faculty and an adjunct may only teach a section once in a semester which does not provide time for students and faculty to connect and build community. Through consistent long term classroom contact, full-time faculty get to know the students better and find what each individual student needs to succeed.

E. How have this program's FT faculty resource requests been ranked in the past 5 years? Explain this program's past 5 years of FT faculty resource request rankings, and how this history relates to the current FT faculty resource request.

The program was approved to hire a full-time tenure-track faculty in 2022 to fill the vacancy left in 2019 when the candidate resigned the position after one semester. The program has sought a FT faculty to support the existing full-time paramedic program for many years and was consistently ranked high, but just under the funding level each year until 2019. The addition of the part-time paramedic cohort in 2021 has increased the need for an additional full-time faculty in the department.

J. Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

The paramedic program cohorts have over a 90% fill rate for the two cohorts. Industry needs for licensed paramedic continues to be high (estimated 60-90 paramedics needed per year in Santa Barbara and Ventura County). Local employers are encouraging EMTs to upskill to paramedic by providing scholarships to attend paramedic school and/or paying their hourly wages while attending the program. This is an unprecedented shift and demonstrates the urgent need of more paramedics by local providers.

K. What is the community impact of this program? How does the current FT faculty resource request increase this impact?

A Critical Need

At the root of our college mission statement is the desire to produce well-rounded and compassionate students who move forward to serve our society. With the current pandemic and recent string of devastating natural disasters (Thomas Fire, Car Fire, Camp Fire) it is asserted that there has never been a greater shortage or need for paramedics. We are living amid a crisis and our institution should feel compelled to help at this special time in history. California needs paramedics now and well into the future. Fire Departments across the state project increased hiring needs for the next 6-8 years to replace vacated positions. This directly impacts the local ambulance providers in our region as the fire departments hire employees from ambulance companies. Seven years ago, the paramedic advisory committee called for an increased need to train paramedics and requested a second paramedic cohort. The college was able to supply that cohort in fall 2021 and will need to continue the education pipeline for years to come to support pre-COVID hiring demand.

There was a strong need for this a FT position (PAR1702) which was why prior staffing committees approved this position for hire in 2019 after several years of consideration. This need continued in order to operate a single cohort of paramedics and the program was successful in hiring this replacement position for the 2022-2023 academic year.

The addition of a second paramedic cohort in fall 2021 doubled the need for FT faculty and an additional FT tenure track hire (PAR2102) was requested in program review to support the second cohort. The full-time position for the second cohort is needed to educate and prepare students to work as paramedics in service of the local community. Prior to completion of the 9-month or 14-month paramedic programs, employers actively recruit students offering employment pending successful completion of the program and subsequent licensure. This has helped maintain a nearly 100% job placement rate for program graduates.

The part-time paramedic cohort (2nd cohort; program expansion) was started in August 2021 at the request of local employers after asking for additional cohorts/ increased class sizes for the last 6 years to meet industry demands. The need for additional paramedics and EMTs continues to increase as the pandemic and work conditions have evolved over the last two years. Prior to the pandemic, paramedic hiring in Santa Barbara and Ventura Counties was estimated at 60-90 positions per year. The paramedic program at Ventura graduates about 20 paramedics per cohort, once a year. With the addition of the second cohort in fall 2021, Ventura College will be providing about 40 new paramedics into the local system (if the graduates decide to remain local). There is still a shortfall based on pre-COVID numbers. Actual job availability is significantly higher at this time with approximately 30 open positions in Ventura County as of August 2022. The college intends to continue the two paramedic cohorts in the future to serve the local communities by supplying graduate paramedics. Full time staffing is needed to support the second cohort.

L. Does the program have evidence or rationale that doesn't fit into one of the other criteria categories above? Explain other evidence or rationale that the program has in support of this FT faculty resource request.

Accreditation – The paramedic and EMT programs are under additional accreditor review. The paramedic program is in the process of renewal and has submitted a self-study in 2021 and expects a site visit in early 2023 that includes the national, state, and local level accreditors. The EMT program is accredited through the state of California, the local EMS Agency, and through the National Registry. There are many evolving requirements from each accreditor that needs to be maintained which is best served by FT Faculty hours. Not having adequate classroom coverage results in the FT faculty teaching classes outside their normal load. This displaces time scheduled for students and the accreditation items that need to be completed as part of a daily process. Accreditation has complex data tracking and reporting requirements. Increasing to two paramedic cohorts has doubled the data collection and reporting requirements and requires additional support by program faculty. Adjuncts are not available to meet these needs on a daily basis.

Applications for the paramedic program continue to arrive weekly. The demand of local employers to increase

class sizes and the number of cohorts has resulted in temporary programs being added in Santa Barbara county. A fully supported Ventura College Paramedic program requires one additional full-time position. The paramedic program advisory committee noted the failure of the college to support the program by providing full-time faculty during the December 10, 2021 meeting. The Ventura County EMS Agency was concerned about the two cohorts overlapping with the part-time cohort that is finishing from this year, resulting in three cohorts running simultaneously. There is a strong need for additional full-time faculty to sustain the program at its current levels without overwhelming existing faculty.

The three cohort overlap in fall 2022 has created new challenges for existing FT faculty. Finding time to meet programmatic needs, work with struggling students, and fulfill college service requirements results in long days often exceeding 10-12 hours on a regular basis. Sharing the load with one additional faculty would allow for a more reasonable work-life balance while meeting the needs of the program, college, and students.

Equipment, Technology, or Facilities Request