

**Annual Unit Plan Template**  
**2013-2014 Academic Year**  
**Emergency Medical Technology/Industrial Safety Department**

**STEP I: DESCRIBE YOUR DEPARTMENT/UNIT**

**a. Mission**

**[Include department/unit mission statement]** The mission of the Emergency Medical Technology Program is to develop and provide quality education in pre-hospital emergency medical care and related aspects of related career opportunities. The program encourages education in a variety of pre-hospital and clinical areas, including Emergency Medical Technician, EMS Instruction, infection control, and the safety courses relevant to field operations. The Emergency Medical Technician course provides students the opportunity to become certified as an EMT and apply for entry level positions in ambulance operations, fire fighting, national fire services agencies, security officers, safety officers, and law enforcement. Numerous other courses such as Medical Terminology, EKG Interpretation, and Pharmacology are taught through allied health courses but highly augment the EMT Program. First aid and CPR courses are provided to the lay person and health care provider levels.

Certification programs are provided for the Emergency Medical Technician via the National Registry of Emergency Medical Technicians and within the State of California through Kern County Emergency Medical Services Department or other LEMSAs. If approved, the Emergency Medical Services Associate's Degree provides students the opportunity to progress toward a BS in Emergency Medical Services in programs at Loma Linda University, University of Antelope Valley and Utah Valley University.

The EMT Program supports the College mission by providing vocational education for students, in addition to expanded opportunities to continue into a variety of career fields. The end product of this programs results in increased FTES, from students enrolled in the program, as well as supports enrollment in the academic programs within the college due to the need for a variety of general education and prerequisite courses for university transfer.

**b. Program Applicability**

**[Give a complete list of the instructional programs your unit supports; if all, state all]** Emergency Medical Technology Program supports a majority of the programs offered. Some of the programs include: health careers, fire technology, sciences, math, and other general education programs. Faculty promotes continued education and advancement in each course by informing students of the programs available at the college. The Emergency Medical Technology Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups and evaluations by students. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs.

The college has become a testing site for the national exam provide local access for taking the exam. Prior to becoming a testing site, student had to travel more than two hours to take the exam.

### ***c. Partnerships***

***[Describe any partnerships (community, industry, education) your unit participates in]*** This program provides emergency personnel, refresher training and continuing education in the local communities in the following positions: ambulance attendant/operator-Liberty Ambulance, Symons Ambulance, AMR Ambulance, Hall Ambulance, Antelope Ambulance, Desert Ambulance, San Bernardino and Eastern Sierra Fire agencies; law enforcement – China Lake, Kern County Sheriff, CHP; search and rescue – Kern County, Inyo County, San Bernardino County; paid and volunteer fire departments – China Lake, Kern County, Mammoth Lakes, Big Pine, Lone Pine, Olanha-Cartago, San Bernadino County, Mono Lakes, Bishop, U.S. Forrest Service, BLM, Cal-Fire, Edwards AFB; security officers at Searles Valley Minerals, Riotinto Minerals, safety coordinator – AES Wind Generation, Vestas Wind Turbines, GE Wind Energy, Terra-Gen, Next Era, Caithnes Wind, Cal-Wind.

Although 100% participation in our advisory council is desired, a limited number of the providers attend meetings. This limits the our knowledge and information of what programs may be needed or how well we are meeting prior needs. Faculty relationships with local industry and the community are fostered to maintain contact with providers to seek out potential needs and address them.

### ***d. Distance Education***

***[Does your unit have a distance education component? Describe it here; explain how it allows your unit to fulfill the college mission]*** Courses are available at each campus and college sites. Due to the nature of the courses virtually all of them are face-to-face.

## **STEP 2: EXPLAIN YOUR PLANNING**

### **a. Review of Previous Goals (of last completed academic year)**

*[List the goals/action plans included in your plan for the previous year and describe progress made towards accomplishing them.]*

*The American Heart Association has not responded to our multiple contact attempts through different people. Once an account representative does and the application process starts it has been taking a year to complete.*

*Update in curriculum completed provides more hours to the EMTC C105 course. This allows for more practical application of skills practice session during the course.*

*Dedicated space at the IWV campus to be in room 350-D with ADMJ and FIRE programs. There has been consistently assigned rooms at KRV and ESCC. SOK site does not have dedicated space but utilizes a room in California City High School .*

### **b. Review of Overall Department/Unit**

*[What needs/opportunities did your last program review(s) reveal? Did your most recent SLO assessments demonstrate gaps to be addressed? What is working with your unit? What improvements need to be made?] Utilized iPads in teaching in experimental technology use in the classroom at IWV. Observation of student success was completed. Personal growth with the use of the iPads was clearly a success according to the students, instructors and skills instructors. iPads provided the students with an immediate review of their practical application skills. This included communications with the use of appropriate use of medical terminology, body language, infliction of tone, speed and volume, and the reception of information. Self, peer and instructor critiques provided student the opportunity to correct areas of concern, sharpen areas of weakness, and naturalize the practical application of the skills to be performed on patients after completion of the course.*

### **c. Goals for Upcoming Year (next academic year). If more goals needed, copy and paste additional boxes.**

#### **Goal 1**

**1. Connection to College Strategic Goals: 1.A and 1.B**

**2. Specific internal or external condition(s) the goal is a response to: Needs of the communities we serve. Minimize the expense of providing cards to students while incorporating them into the cost of the courses.**

**3. Action Plan: Establishment of an American Heart Association Training Center to provide CPR and First Aid training courses to students college wide (all campuses).**

**4. Measure of Success: Center Established.**

**Goal 2**

**1. Connection to College Strategic Goals: 1.A and 1.B**

**2. Specific internal or external condition(s) the goal is a response to: Maintain and build each sites to educate students with the same materials and supplies. Agencies and companies in the advocacy groups utilize multiple types of equipment and supplies to provide the same care. Members of the advocacy groups would like the students completing the EMT program to be familiar with and ready for working with the particular equipment.**

**3. Action Plan: Advocate for budgets equal at each site. Establishing partnerships to maximize the access to students.**

**4. Measure of Success: Budget approved.**

**Goal 3**

**1. Connection to College Strategic Goals: 1.A and 1.B**

**2. Specific internal or external condition(s) the goal is a response to: Support renewal energy technology programs. Provide employers in the communities served with the OSHA training courses to minimize the on-the-job injuries and deaths.**

**3. Action Plan: Build courses in General Industry OSHA.**

**4. Measure of Success: Instruction course being provided.**

**Goal 4**

**1. Connection to College Strategic Goals: 1.A and 1.B**

**2. Specific internal or external condition(s) the goal is a response to: To increase use of technology in the classroom**

**3. Action Plan: Utilize iPads during practical skills application in the EMT and INSF courses to provide immediate feed-back and review of skills performed.**

**4. Measure of Success: Student evaluations providing self-confirmation of success. SLO attainment.**

**STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)**

**a. 1000 Category. Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct**

*instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) If more lines are needed, place cursor in the bottom right box and press [Tab].*

<i>Description</i>	<i>Location</i>	<i>Priority: 1 = high 2 = med 3 = low</i>	<i>Strategic Plan goal addressed by this resource</i>	<i>If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.</i>	<i>Estimated amount of funding requested (temporary positions only)</i>	<i>Will this be one-time or on-going funding?</i>	<i>Funding Source (check one): General Fund, O = Other</i>	
<b>None.</b>							G O	

**Full-Time Faculty Staffing Justification:**

1. *Are there too few or too many students enrolling for particular classes or majors?*
2. *Are there too many courses or programs that are under capacity?*
3. *Are courses "core mission"?*
4. *Are courses overscheduled?*
5. *Is there capacity to offer courses or programs at different times and/or locations?*
6. *Is there a workforce shortage in the service area or region?*
7. *What are the costs and/or lost revenue from gaps between student demand and course or program capacity?*
8. *In support of your proposal, provide the following data:*
  - a. *Size of wait lists in the discipline*
  - b. *Department productivity*
  - c. *Number of faculty currently in the department*
  - d. *Number of adjunct faculty*
  - e. *Number of certificates awarded*



<i>requested</i>		<i>1 = high</i> <i>2 = med</i> <i>3 = low</i>	<i>addressed by this resource</i>	<i>Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan</i>	<i>of funding requested</i>	<i>time or on-going funding?</i>	<i>(check one):</i> <i>General Fund, O = Other</i>  <i>G O</i>	
Instructional supplies	ESCC	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items and replacement parts. Other materials include bandaging supplies, tape, exam gloves, air ways, splinting supplies, dry erase markers, ID card holders, ID cards, ID card printer ribbons.	\$550	Ongoing	G	
Instructional supplies	IWV	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items and replacement parts. Other materials include bandaging supplies, tape, exam gloves, air ways, splinting supplies, dry erase markers, ID card holders, ID cards, ID card printer ribbons.	\$550	Ongoing	G	
Instructional supplies	KRV	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items and replacement parts. Other materials include bandaging supplies, tape, exam gloves, air ways, splinting supplies, dry erase markers, ID card holders, ID cards, ID card printer ribbons.	\$550	Ongoing	G	
Instructional supplies	SK	1	1.A, 1.B.3	Need funds to purchase necessary lab supplies for class including CPR disposal items and replacement parts. Other materials include bandaging supplies, tape, exam gloves, air ways, splinting supplies, dry erase markers, ID card holders, ID cards, ID card printer ribbons.	\$550	Ongoing	G	
Back boards	SK/KRV/ESCC	2	1.A, 1.B.3	Need to replace worn materials for EMTC classes. These are required for instruction – need 8 boards and strap sets.	\$1000	One-time	G	
CPR and First Aid Cards (~300 per year)	All	3	1.A, 1.B.3	Cards are needed to issue to students for CPR and first aid courses.	\$750	On-going	G	
Storage cabinets (locking) to store	KRV/SK/ESCC	3	1.A, 1.B.3	To store EMTC supplies, materials and training equipment.	\$1100	One-time	G	

materials at sites – 3 total								
20 Apple iPads with basic iPad programming allowing general access to internet sites and support applications.	KRV/ESCC/SOK	1	1.A, 1.B.3	The SOK/KRV/ESCC To provide the same level of student success as noted at the IWV site. Sites do not have any support services. Students are required to test online and reference medical terminology and human anatomy applications/sites. Regular online access is utilized throughout the course requiring some form of access. The program had 15 six-year old laptops assigned. They have not been replaced and are not on a scheduled replacement. 2 were stolen 3 years ago and not replaced. 7 have failed due to their age.  The use of iPads in the IWV course has increased the efficiency of the EMTC C105 course and student success rate. iPads are not available at each course at this time.	\$9,500	One-Time	G or V	
3 iPad charging stations	KRV/ESCC/SOK	1	1.A, 1.B.3	1 for each campus site to charge iPads.	\$1900	One-time	G or V	
Computer Instructional Projector	SK	3	1.A, 1.B.3	Projector to use in the classroom at SK.	\$3000	One-time	G	
Color Laser Printer and supplies dedicated to the American Heart Association Training Center (see goal 1)	IWV	2	1.A, 1.B.3	Printer needed to print CPR and First Aid cards.	\$1000	One-time	G	
Office Supplies	IWV ESCC KRV	1	1-6	Need funds for office, classrooms for all instructors on IWV, ESCC, SOK and KRV classrooms	\$475.00	On-going	G	

*d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].*



<i>Describe resource requested</i>	<i>Location</i>	<i>Priority: 1 = high 2 = med 3 = low</i>	<i>Strategic Plan goal addressed by this resource</i>	<i>Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan</i>	<i>Estimated amount of funding requested</i>	<i>Will this be one-time or on-going funding?</i>	<i>Funding Source (check one): General Fund, O = Other</i>	
Professional conferences	IWV	1	1.A, 1.B	Professional development of full time faculty	\$1800	On0going	O VTEA	
OSHA Training for general industry (3 courses)	IWV	2	1.A, 1.B	Faculty training to become certified to teach OSHA general industry safety.	\$6500	One-time	G	
EMT Director Meetings (4 meetings)	IWV	1-2	1.A, 1.B	Attend 4 regional/county EMS meetings. These meetings provide new and revised mandates, networking, collaboration with companies and agencies, and keep the college in the loop of emerging concerns for the counties we serve.	\$1000	On-going	G	
Advisory Meetings	IWV ESCC KRV SOK	1	1-6	to maintain mandatory advisory board meetings at the 4 sites each semester	1800.00	on going	G or V	

***e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].***

<i>Describe resource requested</i>	<i>Location</i>	<i>Priority: 1 = high 2 = med 3 = low</i>	<i>Strategic Plan goal addressed by this resource</i>	<i>Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan</i>	<i>Estimated amount of funding requested</i>	<i>Will this be one-time or on-going funding?</i>	<i>Funding Source (check one): General Fund, O = Other  G      O</i>	
Dedicated classroom space in South Kern	SK	1	1.A, 1.B	Stabilize instructional space for students in SK. We have had problems maintaining our presence, equipment, supplies and security at Cal City High School		On-going	G	

**STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS**

*Student success in the Healthcare Provider CPR/AED courses are at 100% in written and practical skills application. The EMT course has had a decline in overall success in the courses averaging 45.8%. This may be due to the change in the course mid-year. EMT Refresher course maintained a 95.5% success rate. OSHA 10 was run for the first time and had 71.4% success rate.*

**STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)**

**STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)**