

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**Emergency Medical Technician
(Max chars: 100)**Program Code**2150
(Max chars: 100)*** Is this a CTE program?** Yes No*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: The Emergency Medical Technician (EMT) program aligns with Chaffey College Goals through equity meeting the needs of students regardless of their race, gender, or socioeconomic background. The EMT program fulfills the college's mission to inspire hope and success for our diverse fire service students by offering curricula and programs of study that improves lives and our community in dynamic, supportive, and engaging environments of educational excellence through our offerings of career and transfer courses that lead to employment in emergency medical services and fire services industries. Program curricula combine occupational preparedness with academic proficiencies and include all the components of the District's Student Core Competencies and the District's Mission Statement. We provide students with equal access to quality career technical and transfer programs in a learning centered environment. We serve students who are seeking jobs, keeping jobs, advancing in jobs, transitioning in jobs, and/or seeking further formal education. Through the EMT curriculum, students develop skills, and competencies, and gain knowledge leading to success in the workplace. Education is a lifelong commitment requiring training and continuing education to keep current in the workplace and is necessary for survival in the 21st century. While we recognize that the emergency medical services (EMS) have made significant strides to improve inclusion and diversity, there is still work to do. An inclusive workforce provides diverse life experiences and ideas that can help you craft solutions to long-standing problems. Identified through the evaluative process it was determined that returning Veterans needs were not being met which resulted in an equity gap. Returning Veterans were unable to utilize funds from the Government for education to complete the EMT 11 course, since it was not directly associated with a degree program. This equity gap has been closed by including EMT 11 in the Fire Technology: Professional Firefighter A.S. Degree. Another equity gap was identified, that at the beginning of the last PSR period not all of the Fire Technology and EMT courses were CSU transferable, which had a negative impact of students transferring to CSULA for the Fire Protection Administration B.S. Degree

Program. Now all of the Fire Technology Core and Non-Core courses, and EMT 11 units are now CSU transferable closing the equity gap for all students desirous of transfer to CSULA.

Goal 2: Our population includes re-entry students, DPS, EOPS, ESL students, single parents, displaced homemakers, economically/educationally disadvantaged students, and under-represented groups. Preparation for successful job performance in Emergency Medical Services (EMS), is demanded of our students. The EMS industry demands employees who are not only generalist and able to cross train quickly, responding to the changing workplace, but also employees who is expert in specific job skills. Our students must have, and therefore, gain through EMT curricula critical/creative thinking skills, be technologically literate, and have strong communication skills, language skills, interpersonal skills, and job skills. Not limited only to simulation and readiness examinations, students achieve competency to enter the workplace. The EMT program evaluates our effectiveness in meeting the college goals by multiple means including our program- and course-level CLOs and assessments.

Goal 3: The Program solicits feedback from students, our advisory committee, and local employers' national registry (ICEMA) on the content and rigor of our certificates and degrees. We regularly collaborate to develop strategies for improved instructional methods and improvements to our content with special focus leading students to develop skills competencies, and knowledge that will result in success in the workplace. These discussions have resulted in many revisions to our curriculum and pedagogical/andragogic approaches over the three-year period covered in this PSR report. Our Advisory Committee has identified the need for a local Paramedic Training Program, currently there is a server shortage of EMT's and Paramedics . It is the hope of the program to meet their needs.

Goal 4: The Program continues to explore technologies that can be utilized to enhance student learning and preparation. Currently, the Program is utilizing interactive High Fidelity Manikins to enhance patient assessment simulations along with a Immersive projection system which displays live backgrounds during simulations. These technologies in a controlled environment allowed students to experience stressful situations in the safety of the classroom which results in our students developing their critical thinking abilities in a shorter period of time.

PRIOR VIP GOALS STATUS/PROGRESS

*** 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

VIP 1 Develop a Paramedic Training Program

At the March 2017 Advisory Committee Meeting, industry participants expressed support for a Paramedic Training Program and provided instruction to move forward. With the projected market growth and geographical distance between schools would not impact other training programs.

Growth is expected across all geographical regions for Emergency Medical Technicians and Paramedics. The 2015-2024 staffing patterns indicate a growth rate of approximately 23-36% depending on region. The Inland Empire has a projected growth rate of 25%.

The Paramedic Training Program will meet the needs of returning students who have completed Emergency Medical Technician training and received the Emergency Medical Provider Certificate of Achievement and who are seeking career advancement. Local government and private companies desiring to have current employees attend Paramedic Training will be provided the opportunity to do so with minimum impact with travel time and distances. This is ongoing.

VIP 2 Enhance and supplement instructor knowledge by attending training seminars and conferences. [link opens in new window](#)

The program is committed to continue providing quality service, and better serve those communities served by Chaffey College. Through the Fire Technology curriculum, students develop skills, and competencies, and gain knowledge leading to success in the workplace.

The fire technology program faculty is comprised of fire service professionals who are retired or active members of the Fire Service. Faculty consistently benefit themselves of the Faculty Success Center and FLEX Opportunities. Faculty must change and modify information provided in Core and Non-Core courses to reflect changes in technology and trends occurring in the fire service. By identifying the changes in technology and trends in the fire service we will enhance faculty instruction to improve currency, which will be utilized to supplement student learning through applicable knowledge, comprehension, application, analysis, synthesis, and evaluation. With the Pandemic all travel was suspended, this goal was not achieved.

VIP 3 Expand the EMT program through dual enrollment

The Fire Technology program is committed to continue providing quality service and better serve those communities served by Chaffey College. Through the EMT curriculum, students develop skills competencies, and gain knowledge leading to success in the workplace.

Dual enrollment will increase the accessibility of the EMT training to students still enrolled in High School. Upon exiting, the student having completed training and having met all external requirements may pursue employment in Emergency Medical Services and Fire Service. This goal was achieved.

VIP 4 Increase the number of Emergency Medical Provider Certificate of Achievement awarded

With the help of Fire Technology Staff and the Career Technical Education (CTE) counselors shall ensure that students are aware of the availability and benefits of completion of an Associate's Degree prior to transfer, and of the Certificates of Achievement that are available to pursue, available internships and other industry programs prior to employment. We plan to work closely with our ROP partners through articulation and information provided to students concerning the benefits of attending Chaffey College to obtain their Professional Firefighter Associate Degree. We plan to explore and implement a Dual Enrollment Program with ROP Partners. This partnership will benefit not only local High Schools and Chaffey College, but also students by making it possible to complete their Professional Firefighter Associate Degree and Professional Firefighter Certificate of Achievements while attending High School. This goal was achieved.

VIP 5 Increase student success and completion through enhanced up to date technology

On July 1, 2017, the modifications to the California Code of Regulations, Title 22, Division 9, Chapter 2, Emergency Medical Technician, became effective. In accordance with Article 3, Section 100075, all EMT Training Programs must comply with the new regulations by July 1, 2018.

This update includes the following;

- *Medication Naloxone by intranasal and or intramuscular routes for suspected narcotic overdose;
- *Epinephrine by auto-injector for suspected anaphylaxis
- *Homeostatic dressings for trauma care and wound packing.
- *Tactical Casualty Care (TCC) applied to violent circumstances as active shooter.
- *High fidelity simulation may replace six (6) hours of supervised clinical experience and may replace up to three (3) documented patient contacts.
- *SPO2 monitoring

This goal was achieved.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Various tools and equipment were purchased to enhance program instruction by allowing students to manipulate and examine various types of equipment that they would be utilizing and encounter in their future career as a Emergency Medical Technician. Equipment purchased by Perkins and STW was a high fidelity simulator manikin named Trauma Hal, in addition the Program obtained equipment for a Immersive Classroom which projects selected live images with sound and scent that put a student in a scenario with many of the conditions encountered on a emergency incident while engaging in patient assessment and treatment. The equipment purchased have been utilized in several of the Core and Elective courses in the program, and met Chaffey Colleges Goals 1-4, increasing retention, success, and maximize student opportunities for employment.

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by males		✓		
Number of enrollments by females		✓		
Success rate by males		✓		
Success rate by females	✓			
Retention rate by males	✓			
Retention rate by females	✓			

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by African American		✓		
Number of enrollments by Asian				✓
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity				✓
Success rate by African American	✓			
Success rate by Asian				✓
Success rate by Caucasian	✓			
	1	2	3	4
Success rate by Hispanic	✓			
Success rate by other race/ethnicity				✓
Retention rate by African American				✓
Retention rate by Caucasian	✓			
Retention rate by Asian				✓
Retention rate by Hispanic	✓			
Retention rate by other race/ethnicity				✓

*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29		✓		
Number of enrollments by age group, 30-39	✓			

Number of enrollments by age group, 40-49				✓
Number of enrollments by age group, 50 or older				✓
Success rate by age group, 19 or younger	✓			
Success rate by age group, 20-24	✓			
	1	2	3	4
Success rate by age group, 25-29		✓		
Success rate by age group, 30-39	✓			
Success rate by age group, 40-49				✓
Success rate by age group, 50 or older				✓
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24	✓			
Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities				✓
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities				✓
Success rate by first generation				✓
Success rate by economically disadvantage	✓			
Retention rate by students with disabilities				✓
Retention rate by first generation				✓
Retention rate by economically disadvantage	✓			

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend:			
1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

*** 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

Over the three-year period covered in this PSR report, the EMT Program has experienced a decrease of 30.7% in the first year and 45% in the second year in total enrollments, and over the past five years the program enjoyed 13.9% increase in student success during the Fall and Spring semesters. Over the 5-year period we enjoyed a 3.7% increase in retention and increase of 10.4% of enrollments of all Races and Ethnicities.

An aspect of the EMT Program is the summer session, omitting this data would not provide a true picture of the health of the program. The number of enrollments had an increase of 51.4% in the first year, however, when Covid-19 restrictions were implemented and classes were cancelled in the second year, the program experienced a decline of 19.7%. Over the 5-year period the program enjoyed a 10.4% increase for the summer session.

The program continues create pathways by offering program courses which are CSU transferable to CSULA for the BS program Fire Protection Administration. The Program moved to Hybrid during the Pandemic, only meeting for skills Lab in person. The prerequisite course EMT 405 had been adjusted to 14-week duration and the EMT-11 remains an 18-week course except for the summer session. With the frequency of course offerings a pathway has been created so students can complete the core and elective program requirements within two semesters. During Covid-19 other Colleges did not restrict class meetings, students left Chaffey and enrolled at other Colleges that would serve their needs for completion.

We continue to have our Dual Enrollment for EMT 11 which creates a pathway for High School students interested in EMS as a career to begin their journey while still in High School. Our pathway includes recommendations for general education courses to be complete while still attending High School. The ongoing benefit of dual enrollment is students can enter Chaffey College with two core courses completed and numerous general education courses completed. The College will also benefit with an increase in enrollments and the FTES that are generated.

During the Pandemic from March 2020 through the beginning of 2022 in person class meetings were suspended, except for skills lab. Beginning Spring 2022 the EMT Program again enjoys meeting back in the classroom with in person instruction. Program retention increase slightly to 3.7% over all races and ethnicity enrolled in the program over the past 5 years.

The success rate for the same time period increased in year one 20.0% and 25.0% in the second year. The first-generation student's retention rate also increased slightly 41.2% in the first year. There was no date for the 5-year figures.

The Summer session for EMT for the first year we enjoyed a 100% retention and a 100% success rate. The second year the EMT summer course had an 86.8 retention and 60.4% success rate. During this time the College was in the second year of the Pandemic and our student population continued to experience challenges related to Covid-19. Some students did not complete due to be care givers for family members with Covid-19, and having to work to supplement family incomes of those who did not have a job. The retention and success rates for the above groups although both increases and decrease were observed by the Program, we feel these numbers should have been higher if not for the Covid-19 outbreak and the challenges that came with the Pandemic for our students. It is the intention of the EMT program to motivate our students through our enthusiasm for their continued success. If it were not for the Pandemic, the summer 2021 session would have had a successful with retention and success being in the high 90th percentile.

Success Rate by Ethnicity for SU19 and SU20, Hispanics students had a 100% success rate. There was no data for African American, Asian, ethnicities. It was also noted that the enrollment of Female students increased 110% in the first-year and 90% over five years. The first two years of the PSR period data indicates that Female students had a 100% success rate.

We have ethnically diverse faculty group who are bilingual which leads us to better understanding of and connection to our diverse student populations. This allows us the ability to focus on reaching student populations that traditionally are marginalized and under represented. This is evident by the average five-year success rate increase of 13.9% for the Program. The one-year success rate increased to 9.7%, with a decline observed for the second year 9.4%.

Retention for all age groups increased slightly 3.7% over the five-year period. The success rate for the 19 and younger group increased 28.1% over the five-year period. Those 20-24 increased to 16.3% over the five-year period. The 30-39 age group increased to 22.8% over the five-year period. For all age groups the program enjoyed a 13.9% average of the five-year period. Although encouraged by the overall five-year increase, the program is working diligently to draw new students into the program through social media, word of mouth by former students and the reputation of the Program.

The program does enjoy a five-year average increase of 0.4% for Hispanic students. Success Rate for African American students increased 5.0% over the five-year period, and students of Hispanic ethnicity increased by 14.2% over the five-year period.

Caucasian students' enrollments increasing 6.6% and success increasing to 20.0% over the five-year period.

First-Generation students the success rate for the first year increased 41.2%, yet in the second year during Covid-19 the program observed a decline of 7.6%.

In an effort to reduce cost of textbooks for students the Fire Technology Program now only requires digital textbooks for students, which has reduced the cost below \$250.00 for students when purchased through the publisher. Even with the generous \$250.00 in grant money that was provided to students, with other needed markups, students were paying over \$300.00 through the bookstore. The EMT Program is exploring the possibility of using zero cost materials for the Prerequisite EMT-405 course.

*** 2c. IDENTIFY DISPARITIES IN EQUITY**

- a. First, summarize "equity" data from Institutional Research that describes areas of improvement.
- b. Second, if applicable, summarize internal or external data/evidence/research the department has

(e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

During the Covid-19 Pandemic the EMT program was not immune to the decreases in enrollments. The reduction in enrollments has been observed College wide, for the past two years the College had a decrease of 10.5% and 13.0% over the past five years 8.9%. In the past two years the retention in the program dropped slightly 2.6% to 90.9% in year one and minimally in the second year 2.7% to 88.5%. This decrease is directly related to students dropping during Covid-19 being not allowed to meet in person.

Enrollment by students with disabilities had a five year had no data provided, and first-generation student enrollments also decreased over the first and second year, with no data available for the five-year figure. Those students who are economically disadvantaged had a decline in enrollment of 32.8%. This decline in enrollment was overshadowed by the five-year average increase of 1.5% for retention and an increase of 22.7% for student success. We feel the data is due to the many challenges faced by this student group during the Covid-19 Pandemic over the last two years. As the economy begins to open again, we are hopeful that economically disadvantaged students will begin to enroll into the Program. Retention of students with disabilities over the first year of the PSR period decreased -10.0% in the first year and the same for the second year.

EMS is predominately a male dominated career, even with an increase of females entering this workforce, the equity gap between male and female is large. The male and female equity gap can also be seen at Chaffey College in the EMT program. In the 2015-2017 cycles there were 144 male students and 77 female students enrolled in the program. From 2016 through 2019 we observed an increase with 2018-2019 having 111 female students enrolled. During the Pandemic this number has decreased 75 in 2021, with a slight reduction of 2.6% over the five-year period. Even with the increased and declines, for 2021 there is still a 29% gap in equity between male and female enrollments.

We have ethnically diverse faculty group who are bilingual which leads us to better understanding of and connection to our diverse student populations. This allows us the ability to focus on reaching student populations that traditionally are marginalized and under represented. The program feels the 3.0% decrease was due in part to converting to Hybrid asynchronous instruction along with the personal struggles that students faced during Covid-19 having to take care of sick family members, losing employment and having to deal with varying degrees of isolation and depression.

Enrollments by age group illustrated that a decline was observed over the past two years of the PSR period. Students 19 and younger declined 20.8% in the first year, and -52.1% in the second year. Those 20-24 year old also declined in year one 44.8% and 48.3% in year two. Those 25-29 year old students declined 21.1% in year one and 40.0% in year two. An increase of 5.9% over the five-year period was enjoyed of students 30-39 year old. For 40-49 year old students there was no data. It was noted that the number of students of this age group has been consistently reducing. These students have established careers and are returning to enroll into specific courses related to their employment. 25-29 declined 18.5% over the same five-year period.

Enrollments by African American decreased 47.4% in the first year and 41.2% in the second year, with a decline of 28.6% overall over five years. Hispanic students enrolled in greater numbers, group also experienced decline 33.5% in the first year, and 47.9% in the second with an overall decline for five years of 17.2%. There was a significant drop of enrollments by Hispanic students into the Program from year one to year two. The Program in part feels this was due to the uncertainty and the personal struggles that students faced during Covid-19 having to take care of sick family members, losing employment and having to deal with varying degrees of isolation and depression. We feel as some normalcy returns, and the social economic conditions improve over time, we will see an increase in these enrollments. Retention for African American students' data was not provided by Institutional Research for year 1-2 and five years. Retention for students of Hispanic ethnicity had a decrease of 4.5% in the first year and then declined to 4.4% in the second year.

Even though the program experienced some declines and enjoyed some increases in enrollment, retention, and success of African American students, the program feels there is still a need to support men and women of color as they enter the program. The retention and success rates should be by the same value, yet they are not the same.

One ethnic group has traditionally been under represented in the EMT Program, that is the Asian student. This group is under represented in the EMS due to cultural and family guidance and is evident in the EMT Program. Often Asian students are encouraged by family to pursue different careers other than service careers; this hypothesis is supported by the lack of data from Institutional Research.

Caucasian students' enrollments decreased 33% over the three-year PSR period. These numbers indicate that the program has focuses on other race/ethnicity groups and needs to display equity by providing the same support to ALL students in the program no matter what their race/ethnicity.

Prior to the Pandemic the Program was observing an increase in enrollments of First-Generation students followed by a decline in year one 45.2% and 61.85 the second year with no supporting data for the five-year period. Retention over the same three-year period no data was provided. Year one indicated a 3.2% increase, followed by a 5.4% decrease during the Pandemic. The

figures for first generation students indicate that the program has work to do to increase enrollment, and retention rates. Students may enroll into the program and do not continue and drop the course. As with the other groups, instructors within the program must be diligent in communicating early and regularly with students of first-generation attending College. These students are often in the Dual Enrollment courses, these students could be from any of the identified race/ethnicity groups, how important it is to support All students focusing on them as an individual, in that way we will have true inclusion within the EMT Program.

The SU21 session saw a significant drop of 38% for Hispanic students success rate. Retention declined for Hispanics 11% for both year one and year two of the PSR period. Even though four of the six year period had 100% retention, there was still a 11.8% adjustment in retention. The program observed that even with two of the three years Female students achieved a 100% success rate, in the second year there was only a 57.1% success rate, which was a 42% decrease.

In recent periodicals indicated that within the Inland Empire service jobs at with businesses like Amazon have drawn many for employment earning a livable wage without the need for a Degree has impacted technical programs such as EMT which has in turn impacted local industry with a shortage of EMT's and Paramedics.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

* 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

Response Legend:					
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment		✓			
Overall Retention	✓				
Overall Course Success	✓				
FTES		✓			
All ADT degrees awarded				✓	
All AA degrees awarded				✓	
All AS degrees awarded				✓	
All degrees awarded				✓	
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree				✓	
Average units earned, AA degree				✓	
Average units earned, AS degree				✓	
Average units earned, all degrees				✓	
Average units earned by certificate(s)	✓				

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Marker Demand data is available at: COE - Supply and Demand | Centers of Excellence (coecc.net)

Response Legend:	
1 = Middle Skill	2 = Above Middle Skill

**2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

- a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
- b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

The EMT Program continues to recognize the need to increase our outreach to diverse/ethnic groups, including women, and continue with outreach programs to potential student sources (high schools, area events that focus on the high school population. More outreach through the District's Marketing Department, articulation meetings with local-area feeder high schools, our Career Technical Education Counselors and Chaffey's counseling department, etc. The EMT Program has observed the benefits of pursuing the above items. Over the past three years we have seen declines as has the college overall with enrollments, but have enjoyed increases in retention, and success rates. As mentioned previously in this PSR the EMT Program feels that these three areas would have had higher numbers, but with the Pandemic had a negative impact on the program with decreased which directly affected the other increases being noted.

Enrollments: Second year decrease, 45%% and five year decrease 19%.

Retention: Second year decrease, 2.7% and five year increase 3.7%.

Success: Second year decrease, 9.4%% and five year increase 13.9%.

Total FTES: Second year decrease, 65.8%, and five year decrease 36.5%.

The increases have been the result of the hard work by program instructors to provide a quality product (courses) to our customers (students). The decreases are in direct relationship to the Pandemic and related restriction to in person instruction for this CTE course. Students had to pivot to a different form of instruction which limited contact during the semester and course instructors also had to adapt quickly to deliver quality instruction to prepare our students to complete and meet outside regulatory agencies requirements. This was accomplished in part by obtaining and presenting electronic and live skills session via Zoom. Communication with our students was frequent keeping them informed of updates during the Pandemic that would affect retention and more importantly success.

The Fire Technology Program has worked consistently with Dual Enrollment to provide EMT courses to High School students providing a Pathway for success. It is the intent of the EMT Program to make available through Dual Enrollment additional course to other High Schools Districts in the Chaffey Service Area. The decrease in FTES is in direct relationship of the EMT-11 Dual Enrollment course being cancelled during Covid-19.

The conversion to Hybrid instruction with Synchronous instruction was positive over all for most students allowing them to complete course work and still have interaction with the instructor. Preliminarily, program faculty have observed an increase in student success with higher grades being awarded than when some of the courses were conducted face-to-face. It is the intent of the Program to Enhance the EMT courses using Canvas for course work, and allowing reinforcement of information during class sessions.

The EMT program continues to work closely with our Advisory Committee which is comprised of Fire Departments and Ambulance Companies. The Advisory Committee's guidance on trends within the Fire Service and EMS continues to shape and guide the program. Unfortunately, the College cannot satisfy all request from our Community Partners, it is the hope of the EMT Program that the upcoming Paramedic Training Program Initiation will be moved forward, meeting the desperate need with the community for a Paramedic Training Program. The Advisory Committee does guide the EMT courses provided at the College in conjunction with outside regulatory agencies which ensures program currency. The EMT Program continues to be active in local Advisory Committee meetings with BVR0P, Fontana Unified School District, and within the Inland Empire. These meetings are an opportunity to share observations of students entering EMT Program from the High Schools, by providing recommendations to better prepare students entering the Community College setting.

The EMT program continues to work with the CTE counselors, Counseling, Veterans Center keeping them informed with program changes so they can better serve students and future clients. Program wide, students meet virtually with CTE Counselors to discuss Ed Plan balance, Fire Academy requirements (other Colleges), and graduation information. We have also worked with the GPS Center on numerous occasions on better ways to assist students in pursuing a career in the Fire Service and as a Paramedic. The Library has worked with the EMT program to make available online resources for both EMT and FIRETEC magazines for research. The FIRETEC program continues to work with the Multi-Disciple Center when budget allow to provide a subject mater tutoring, which has been inconsistent. It is the programs hope that we can again have a student tutor to assist current and future EMT students when back on campus.

The FIRETEC program already enjoys diversity and representation in various areas, but there is institutionally low enrollment of African Americans, Native American, Middle Eastern and Asian American students and especially female students from these groups. The program continues to advertise and inform students of the program and future benefits of a career as a EMS Professional.

The field of EMS is a predominately male dominated career, even with an increase of females entering this workforce, the equity gap between male and female is large. The male and female equity gap can also be seen at Chaffey College in the EMT program. In the 2015-2017 cycles there were 144 male students and 77 female students enrolled in the program. From 2016 through 2019 we observed an increase with 2018-2019 having 111 female students enrolled. During the Pandemic this number has decreased 75 in 2021, with a slight reduction of 2.6% over the five-year period. Even with the increased and declines, for 2021 there is still a 29% gap in equity between male and female enrollments, the program will continue to work on narrowing this disparity with the ultimate goal of eliminating this gap.

Degrees and Certificates of Achievement

The Emergency Medical Provider Certificate of Achievement increased 66.6% from year one (3) to year two (5). The program was anticipating a higher number of Certificates of Achievement awarded, however with decline of enrollments and the EMT program having set backs with instruction during Covid-19 have been contributing factors. We regularly remind students to have a transcript review and submit all needed forms for graduation in a timely manner. It is unclear what affect Covid-19 will have on the Professional Firefighter: A.S. Degree which EMT-11 is one of the core classes, if it will be adversely impacted.

Total Certificates combined over the last six years, there has been a 33.3% increase from the first three year through the second three years of the PSR period.

*** 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT**

- a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."
- b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

The EMT Program has observed the benefits of pursuing the above items. Over the past three years we have seen declines as has the college overall with enrollments, but have enjoyed increases in retention, and success rates. As mentioned previously in this PSR the EMT Program feels that these three areas would have had higher numbers, but with the Pandemic had a negative impact on the program with decreased which directly affected the other increases being noted.

Enrollments: Second year decrease, 45%% and five year decrease 19%.

In 2017-2018 there were 287 students enrolled in the program, in 2018-2019 the program observed a significant increase to 333 a 16% increase. After that point with the beginning of the Pandemic and as mentioned previously restriction on meeting in person, a noticeable decline began. In the first year 30%, the second year 45%, with a 5 years decline of 19%. The area of improvement for enrollment decline is to inform our current and future customers that we are back in the classroom.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

*** 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

None

*** 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes
 No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

- Yes
 No

*** 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
 No

*** 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department
- Revise CLOs
- Change instructional strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success

Other:

3c.4 PROGRAM STRENGTHS

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The EMT program continues to enjoy positive results with Flipped classroom model for instruction. This model along with implementing new technologies, such as simulator manikins, Virtual Classroom, and current equipment utilized by EMT's in the field have contributed to program and student success. We assess our CLO by means of general Knowledge Review at the beginning of the semester and at the conclusion, we are able review each course outcome individually along with general knowledge gained.

The results of CLOs are reviewed by full time and part-time faculty and then discussed. In most instances the program observes an increase in knowledge. This discussion covers what methods we are using in the program that have been successful. Suggestions for continued improvement and success are presented and then discussed further with a plan being designed. Once the plan has been agreed upon, the program will then implement the recommendations in the courses. The program will then analyze the result of the changes implemented to measure if they have increased overall success. Specific data may be viewed in the Outcomes section of this PSR.

The EMT program is transitioning to the ACES-ILO's and have begun assessing in Spring 2022 for one of the EMT courses.

3c.5 PROGRAM AREAS OF IMPROVEMENT

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The results of CLOs are reviewed by full time and part-time faculty and then discussed. In most instances the program observes an increase in knowledge, in some instances we have observed minimal increases. Currently, the CLO are imbedded in a Knowledge Review quiz that covers basic course information. Within the knowledge review CLO's are covered in the first six question that allow us to look at overall improvement along with identifying specific CLO that may need more in depth instruction within the particular course. We also freely discuss what instructional methodology was not successful and analyze why it was not successful. Suggestions for improvement are expressed and then discussed further with a plan being designed. Once the plan has been agreed upon, the program will then implement the recommendations in the courses. The program will then analyze the result of the changes implemented to measure if they have been successful. Specific data may be viewed in the Outcomes section of this PSR.

The EMT Program is not content with minimal student success, it our goal and mission to ensure that our students are competent to become employed and provide emergency care to those in our community. When minimal increases are observed it is important that the program reviews and identify if a deficiency exist. With the recent Pandemic the program has observed increases in retention 3.7% and success 13.9%. Although, these numbers are positive we will develop a plan to have a positive affect of retention. As we move out of the Pandemic it is anticipated that students will be comfortable meeting in the classroom, during Covid-19 many dropped due to anxiety of possibly becoming infected.

3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO) formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW)

were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

*** 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

*** 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

In the first year ACES-ILO will be incorporated into the EMT-11 courses, this will be accomplished through department meetings and training. The Program is planning on the outcomes being implemented in the Fall 2022 semester. Since assessment of Summer sections is discouraged, it is yet to be determined to have the outcomes ready for summer 2022. The prerequisite course EMT-405 will also begin to have the ACES-ILO imbed during this same time period.

For the EMT-11 course we have currently imbedded the following; Self Awareness, Empathy, and Social/Diveristy Awareness in the course discussions. The program is planning on looking into how we can imbed the ACES Outcomes into our manipulative assessments. The Outcomes; Adaptability, Analysis/Solution Mindset, Collaboration, and Communication would be applicable.

*** ACES-ILO YEAR 2 ACTIONS**

In the second year the PLO and CLO will be reviewed and revised to meet the ACES-ILO. It is the intent of the Program to complete the revision within year two updating in Taskstream.

*** ACES-ILO YEAR 3 ACTIONS**

Complete any course or program information not updated or revised. Three or more Outcomes will be assessed for EMT-405 and EMT-11.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

4a. Do you have any plans to modify a degree or certificate in your program?

Yes

No

4b. Are you planning to initiate a new program?

Yes

No

4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

The increases enjoyed have been the result of the hard work by program instructors to provide a quality product (courses) to our customers (students). This has been accomplished in part by obtaining and presenting equipment utilized in the EMS such as but limited to; splints, AED, CPR Manikins with Feedback, High Fidelity Simulator Manikins, SPO2 monitors, Blood Glucose Monitors, Backboards and now the new Immersive Classroom to list a few. The instructional aids have created a connection from the subject being covered in the text to real world application. It creates excitement with the students what they can look forward to utilizing in their future career in Emergency Services.

The conversion to Hybrid instruction during the Pandemic has been positive for most students allowing them to complete course work at their own pace during the course. Preliminarily, program faculty had observed an increase in student success with higher grades being awarded than when some of the courses were conducted in person. It will be a blend of the two moving forward to meet the needs of our students to promote retention and success.

The EMT program continues to work closely with our Advisory Committee which is comprised of Fire Departments and Ambulance Companies. The Advisory Committee's guidance on trends within EMS continues to shape and guide the program. Needs of our community partners is important for the Program to make timely adjustments to meet their needs.

The EMT program continues to work with the CTE counselors, Counseling, and Veterans Center keeping them informed with program changes so they can better serve students and future clients. Program wide students meet virtually with CTE Counselors to discuss Ed Plan balance, Fire Academy requirements (other Colleges), and graduation information. We have also worked with the GPS Center on numerous occasions on better ways to assist students in pursuing a career as a Paramedic. The Library has worked with the EMT program to make available online resources for EMT magazines for research.

DEVELOP AN ACTION PLAN

4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

The EMT program continues to enjoy diversity and representation, within the College low enrollment of African Americans, Native American, Middle Eastern and Asian American students and especially female students from these groups. The program continues to advertise and inform students of the program and future benefits of a career in Emergency Services. Student retention is directly connected to student success, and the program instructors are not content with the 88.5% retention rate and will continue to work on various methods and strategies to improve student retention in all courses. We have planned to increase our communication with students by contacting students early if assignments are late or not being turned in by offering support and directing students to the appropriate student service. We feel by identifying a potential problem early we can assist the student to make adjustments to stay in the course. We have implemented this program wide and have been able to assist numerous students that would have dropped a course to complete successfully.

The Emergency Medical Services is a predominately male dominated career, even with an increase of females entering this workforce, the equity gap between male and female is large. The male and female equity gap can also be seen at Chaffey College in the EMT program. As identified in our VIP goals, the Program will work to increase the number of female students enrolled in the program. Over the three years of the previous PSR, the EMT Program observed a decline 5.1% and then 32% in year two. Even though the Pandemic was in full affect and contributed to the decline, the Program has renewed determination to meet our Goal and continue to work on narrowing this disparity.

We feel that the current success and declines in enrollment, retention, and success although encouraging does not reflect the ongoing struggles and needs of our ethnically diversified student population enrolled in the EMT program. Students attending

Chaffey College are diverse and come from various socioeconomic backgrounds. Taking advantage of Faculty Success Center, Canvas Training, and other activities has provided the EMT program with numerous strategies to enhance instruction which in turn encourages student learning. Implementation of the values of 'PRIDE' and 'Hope', 'Engage', and 'Succeed' in the EMT program has had a positive impact with the quality of instruction and with student learning. The Fire Technology Program values are "COURAGE" "INTEGRITY" "PROFESSIONALISM", these values are the same values our students will need when entering the field of EMS, and will use throughout their lives and while here at Chaffey College. The EMT program meets regularly to discuss program currency which includes strategies and methods that could improve student outcomes. These strategies, once implemented, are reviewed to identify outcomes weather positive or negative with modifications being made as needed which will bridge gaps in equity and reduce disparities.

Participating in campus-wide committees and shared governance enables the EMT instructor to gather information helpful for curriculum development, to become knowledgeable about initiatives affecting all programs and students, and to collaborate with other programs and management. The EMT faculty members stay informed on various college issues and provide input into decision processes. These professional development opportunities provide us with innovative learning ideas, as well as the understanding of issues and services that lead students to succeed and enter into careers and/or transfer to further education. In addition, we stay up-to-date in order to achieve our department goals.

It is the EMT programs intends to continue to provide quality instruction to better serve those communities served by Chaffey College by offering EMT courses with the implementation of enhanced instructional methods such as presenting equipment that is utilized in EMS. Adjustments in scheduling patterns are being discussed and the continued use of Hybrid and Enhanced courses will provide students the prospect of obtain their Emergency Medical Provider Certificate of Achievement in a timely within two semesters.

The Program is eagerly anticipating the new Fullt-Time Faculty to the EMT Program. This addition to the program should bring renewed enthusiasm, uniformity, and idea's that will have a positive affect on our students and the EMT Program as a whole. The Faculty member will spearhead the long anticipated Program Initiation of a Paramedic Training Program that will provide new opportunities for students to be employed as a Paramedic and also obtain a B.S. Degree in Emergency Medical Services, A.S Degree in Emergency Medical Services, and a Emergency Medical Services Certificate of Achievement. The result will be an increase in enrollment, retention, student and program success.

The EMT program continues to work closely with our Advisory Committee which is comprised of Fire Departments and Ambulance Companies. The Advisory Committee's guidance on trends within the Fire Service and EMS continues to shape and guide the program.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

The current Certificate of Achievement pathway will begin for many students in High School (H.S.) as part of Dual Enrollment. Pathway template are being developed to assist H.S. students in making career choices earlier and when they enter the Chaffey campus after H.S. they will have an advantage in completing quickly and becoming employable. The Program has begun to have former students who are working within the field of EMS to come and relate their experiences and answer questions from current students. Through this question and answer setting, current students will be able to visualize that success is obtainable.

The projected Paramedic Training Program will have available to obtain a B.S. Degree in Emergency Medical Services, A.S Degree in Emergency Medical Services, and a Emergency Medical Services Certificate of Achievement from Chaffey College. The program is excited about the prospects of this new program and the positive impact it will have within the community and with our Advisory Committee partners.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

ACES training to the Program.

Rubric design and implementation, Part time faculty have been asking many questions.

POCR Academy availability has been great.

VIP GOALS

* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP 1 - Develop a Paramedic Training Program

VIP 2 - Increase the number of Emergency Medical Provider: Certificate of Achievements awarded

VIP 3 - Increase the number of female students enrolled in the Emergency Medical Technician Program.

VIP 4 - Increase the number of students that successfully pass NREMT on their first attempt to average 80%.

* 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIPG 1: (Chaffey Goal 3, 6) The 2020 Advisory Committee Meeting, industry participants expressed support for a Paramedic Training Program and provided instruction to move forward. Local providers have been impacted negatively and have an EMT and Paramedic shortage. With the projected market growth and geographical distance between schools would not impact other training programs. Growth is expected across all geographical regions for Emergency Medical Technicians and Paramedics. The 2015-2024 staffing patterns indicate a growth rate of approximately 23-36% depending on region. The Inland Empire has a projected growth rate of 25%. The Paramedic Training Program will meet the needs of returning students who have completed Emergency Medical Technician training and received the Emergency Medical Provider Certificate of Achievement and who are seeking career advancement. Local government and private companies desiring to have current employees attend Paramedic Training will be provided the opportunity to do so with minimum impact with travel time and distances.

VIPG 2: (Chaffey Goal 2) With the help of EMT Faculty, Staff and the Career Technical Education (CTE) counselors will ensure that students are aware of the availability and benefits of completion of an Emergency Medical Provider: Certificate of Achievement leaving Chaffey College prior to employment. We plan to work closely with our ROP partners through articulation and information provided to students concerning the benefits of attending Chaffey College to obtain their Emergency Medical Provider Certificate of Achievement. We plan to continue the Dual Enrollment Program with ROP Partners. This partnership will benefit not only local High Schools and Chaffey College, but also students by making it possible to begin a pathway while in High School and come to Chaffey and complete.

VIPG 3: (Chaffey Goal 1, 4) We will actively recruit through various methods such as Social Media and other means to draw ethnically diverse female groups into the EMT program. There was a decrease in female enrollment of -32% in the second year of this PSR. It is the Programs intent to reverse this trend. Modernization of the EMT program will directly enhance student enrollment, retention, and success. Implementation of the values of 'PRIDE' and 'Hope', 'Engage', and 'Succeed' in the Fire Technology program has had a positive impact with the quality of instruction and with student learning, success and completion.

VIPG 4: (Chaffey Goal 1, 2) Instructional methodologies' will be to evaluated along with current testing platforms to ensure they meet the needs of our students and ensure subject currency which will increase retention, success, completion, and provide equity for all students.