A PROGRAM REVIEW OF

Emergency Medical Services
INSTITUTIONAL AWARD

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Date: 4/28/2015
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ABSTRACT
“SUMMARY AND RECOMMENDATIONS”

Based on your review of this program, please concisely identify the following:

Summary of Program Review Findings:
1. The Emergency Medical Services (EMS) program does not require accreditation, but it must meet the educational training guidelines according to Texas Department of State Health Services.
2. Previously, the EMS program required EMSP 1501. This course was removed from the Workforce Education Course Manual (WECM) and the program was required to change the course to EMSP 1401. Recently, EMSP 1501 was added back to the WECM selection.
3. The EMS Advisory Board Committee is actively involved.

Strengths of Program:
1. One semester program.
2. Community and industry involvement.
3. Faculty advances student learning with knowledge earned by years of work experience and staff development activities.

Improvement Needs of Program:
1. Update degree plan from EMSP 1401 and return to EMSP 1501.
2. The Emergency Medical Services Student Handbook needs to be reorganized and updated to include job descriptions of Emergency Medical Technicians (EMT) and qualifications.
3. Specific requirements outlined by Americans with Disabilities Act for Emergency Medical Technicians are not included in any materials given to the students. This information should be included in the student handbook, application packet, and syllabus.
4. Investigate implementing EMT-I course again.
5. Program Goals should reflect actual measurable goals.

Action Plan (with dates) to Implement Improvements:
1. Spring 2016- Update degree plan from EMSP 1401 and return to EMSP 1501.
2. Spring 2016- The Emergency Medical Services Student Handbook needs to be reorganized and updated to include job descriptions of Emergency Medical Technicians (EMT) and qualifications.
3. Spring 2016- Specific requirements outlined by Americans with Disabilities Act for Emergency Medical Technicians are not included in any materials given to the students. This information should be included in the student handbook, application packet, and syllabus.
5. Spring 2016- Develop Program Goals
COMPONENT ONE
“PROGRAM DESCRIPTION AND OBJECTIVES”

A. Attach program purpose statement. (Attachment A—Program Purpose Statement)

B. Attach program goals and objectives. (Attachment B—Program Objectives)

C. Describe the need for this program/demand area:
State Standard for Determination of Ongoing Program Need: Meets standard if need based on at least two (2) of the following: Industry Advisory Committee, Local and/or regional labor market data; National and/or state labor market trend data; Graduate placement rate meets standard; Other (need to describe). Exceeds standard if four (4) or more are present.

According to the U.S. Department of Labor:
Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 23% from 2012 to 2022, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, or acts of violence, will continue to create demand for EMTs and paramedics. Demand for part-time, volunteer EMTs and paramedics in rural areas and smaller metropolitan areas will also continue.

According to Workforce Solutions of Texas:
Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 28.7% from 2012-2022 with an estimate of 830 jobs per year openings, 405 of those being openings due to replacement.

According to Workforce Solutions of Southeast Texas:
Employment of emergency medical technicians (EMTs) and paramedics is projected to grow 37.1% from 2012-2022 with an estimate of 15 jobs per year openings, 10 of those being openings due to replacement.

D. Attach a list of the Advisory Committee Members (list name, affiliation, gender, ethnicity, large/small employer). (Attachment C—Advisory Committee Members)
State Standard for Advisory Committee Membership: Committee membership list reflects diversity of occupational field (gender, ethnicity, large and small employers) and is chaired by business/industry member. Program does NOT meet standard if not chaired by business or industry member.

Committee is chaired by business/industry member? ☑ Yes ☐ No
Committee membership reflects diversity? ☑ Yes ☐ No

List the dates that the Advisory Committee meetings were held within the past three years:
February 26, 2015  August 27, 2014  August 12, 2013  March 5, 2011
Meeting #5 Date    Meeting #6 Date
State Standard for Advisory Committee Activities: Advisory Committee meets at least once per academic year; maintains written minutes in the format similar to that outlined in GIPWE reflecting industry involvement; advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program. Exceeds standard if committee meets at least twice per academic year, activities are well documented, and appropriate format is used.
COMPONENT ONE—“PROGRAM DESCRIPTION AND OBJECTIVES” (continued)

Committee met at least once per academic year? ☑ Yes ☐ No
Committee met at least twice per academic year? ☑ Yes ☑ No
Minutes are written using GIPWE format? ☑ Yes ☐ No
Minutes reflect industry involvement? ☑ Yes ☐ No
Committee advised on curriculum matters? ☑ Yes ☐ No

Summarize recommendations from the Advisory Committee in the past three years:
The Advisory Board Committee recommended changing the curriculum/textbook and to incorporate more computerized activities.

What action was taken based on these recommendations?
The student textbook was changed from Jones and Bartlett to Brady EMS. To increase computerized activities, students must complete all quizzes and exams on LSC-O’s course management system Desire2Learn (D2L).

E. Describe how the program reflects “State of the Art” as defined by industry.
The EMS program has a fully functioning replica of an ambulance for students to train and demonstrate skills assessments. Also, the students are practicing on computerized mannequins.

F. List how this program is meeting state standards.
The Emergency Medical Services Program standards are met by providing curriculum, knowledge, updated equipment, and software to teach students. Also, in order for the program to be recognized by the Texas Department of State Health Services, a self-study must be completed and revised every 5 years.

G. Describe any innovations in this program.
1. In the training lab, students are able to practice skills using a full-size mock ambulance.
2. The National Registry Exam that the students must pass is a timed computerized exam. Prior to Spring 2014, all class quizzes and exams were taken using scantrons. In order to help prepare students for the National Exam, D2L has replaced paper testing.
3. Twice a year LSC-O is a host for extrication training involving our local police department, fire department and helicopter service. The students practice saving lives by removing individuals from wrecked cars.
4. Prior to the attending clinical each student completes CPR Certification, and has specific training in diabetic care, respiratory and cardiac care and medication administration.
5. The program also has students from the continuing education department and they attend the same class as the traditional students.
6. The EMS program director also provides CPR/AED Training for the faculty, staff and some Allied Health Program Students.

H. Discuss any pertinent program accreditation information.
State Standard for Professional Program Credentials: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency. Exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.
The EMS Program is not an accredited program but it must meet the standards according to the Department of State Health Services.

I. Other.

N/A
COMPONENT TWO
"CURRICULUM"

A. Identify by name the degrees, certificates, marketable certificates and/or institutional awards for this program:

- Degrees: None
- Certificates: None
- Marketable Certificates: None
- Institutional Awards: Emergency Medical Services

State Standard for Compliance with THECB Workforce Education Guidelines: 100 percent compliance for AAS and Certificate Awards—(a) curriculum linked to business and industry; (b) SCANS matrix; (c) capstone experience; (d) program length; (3) compliance with WECM standards according to guidelines.

B. Identify how each course in the program is meeting SCANS requirements.*

(Attachment D—Program SCANS Competencies Matrix)

- AAS and certificate awards linked to business and industry? □ Yes □ No
- AAS and certificate awards have SCANS matrix? □ Yes □ No
- AAS and certificate awards have capstone experience? □ Yes □ No
- AAS and certificate awards have correct program length?
  - AAS + 60-72 SCH; Certificate = 15-59 SCH; Approved Enhanced Skills Certificate = 6-15 SCH; AAS+Approved Enhanced Skills Certificate = up to 87 SCH. □ Yes □ No
- AAS and certificate awards comply with WECM standards? □ Yes □ No

*(The above questions are not applicable because the EMS Program does not offer an Associate of Applied Science degree or certificates.

C. Attach a degree plan for all degrees, certificates, marketable certificates, and/or institutional awards for this program (mark the capstone experience for each award).

(Attachment E—Degree/Certificate/Award Plans)

State standard for General Education Requirements: 100 percent of all associate degrees have at least 15 SCH of general education (must include at least one course in each of the following areas—Humanities/Fine Arts, Social/Behavioral Science, and Natural Science/Math. English Composition or Speech may not be accepted by SACS to fulfill Humanities requirement.).

<table>
<thead>
<tr>
<th>Courses in degree designated as general education (academic) (15 SCH minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Fine Arts:</td>
</tr>
<tr>
<td>Social/Behavior Science:</td>
</tr>
<tr>
<td>Natural Science/Math:</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

D. Attach a list of the program course requirements and descriptions. (Attachment F—Program Course Requirements and Descriptions)

Are there any hidden prerequisites? □ Yes □ No

Comments
E. What mechanisms exist to assure that each course is meeting its objective?
Student graduate surveys, student course evaluations, student satisfaction surveys, exams, presentations and behavioral performances such as CPR, patient assessment, and C-Spine Immobilization are used to assure that courses are meeting the course objectives. EMSP 1160 is a capstone course that gives students the opportunity to demonstrate clinical competence. In addition, the pass rate of the national registry exam yields information indicating LSCO Emergency Medical Technology students master entry level competencies.

F. Are syllabi on file for every course?
   □ Yes   □ No
Are course syllabi current and updated regularly?
   □ Yes   □ No
Are course syllabi comprehensive?
   □ Yes   □ No
   Comments: Comments

G. Identify Linkages and External Agreements with Schools and Universities.
State standard for Linkages and External Agreements with Schools and Universities: Program has at least one (1) agreement in place and is pursuing others as appropriate. Exceeds standard if four (4) or more are present.

| 2+2(+2), 1+1 | □ AAS | □ Cert |
| Tech-Prep     | □ AAS | □ Cert |
| Advanced placement | □ AAS | □ Cert |
| University transfer | □ AAS | □ Cert |
| Inverted degree plans | □ AAS | □ Cert |
| Other: Describe | □ AAS | □ Cert |

Is this program transferable to a four-year institution?
   □ Yes   □ No
   Comments: Comments

Is this a Tech-Prep program?
   □ Yes   □ No
How many Tech-Prep students are currently enrolled?
   # of students
How many hours have been articulated this school year?
   # of hours
   Comments: Comments

H. Describe any articulation or matriculation agreements concerning this program.
Any educational institution in the state that uses WECM courses automatically articulates into LSC-O same course/program on evaluation and approval of the student’s application to the school and program. Transcript analysis of courses completed at other schools in other states is evaluated for course content, credit, and credit hours.

I. Describe how the curriculum/courses support the academic core competencies.
The curriculum and courses are designed to offer the basic intellectual competencies that are expected in technical courses and are aligned with the SCANS competencies.
Program Courses:
EMSP 1160 Clinical I Basic is a clinical course which provides detailed education, training and work-based experience, and direct client care at a clinical site.
EMSP 1401 Emergency Medical Technician Basic- Teaches students the skills necessary to provide emergency medical care at the basic life support level with an ambulance service or other specialized services.

J. Integrating Academic/Technical Education.
State standard for Integrating Academic/Technical Education: Program must include writing and use of computers. Exceeds standard if five (5) or more are present, including required elements.

- Program includes writing (required) [x] Yes [ ] No
- Program includes use of computers (required) [x] Yes [ ] No
- Academic courses included in the curriculum [ ] Yes [x] No
- Identification, teaching, and assessment of critical thinking, problem-solving, and communication skills in evidence [x] Yes [ ] No
- Technical applications included in academic courses [x] Yes [ ] No
- Other: Describe [ ] Yes [ ] No

K. Business and Industry Partnerships
State Standard for Business and Industry Partnerships: Active involvement with business/industry and document evidence of at least two (2) of the following affiliations. Exceeds standard if four (4) or more are present.

- Agreements for sharing facilities, equipment, labs, etc. [ ] Yes [x] No
- Internships/apprenticeships/co-op/ practicum/clinical [x] Yes [ ] No
- On-site training for faculty at business/industry worksites [x] Yes [ ] No
- Contractual agreements with business/industry [x] Yes [ ] No
- Other: Describe [ ] Yes [ ] No

L. Employer and Student Satisfaction
State standard for Employer and Student Satisfaction: College measures and documents employer and student satisfaction and uses results for program improvement. At least two (2) of the following are used. Exceeds standard if three (3) or more are used.

- Documentation of Advisory Committee satisfaction with program [x] Yes [ ] No
- Student survey [x] Yes [ ] No
- Employer survey [x] Yes [ ] No
- Other: Describe [ ] Yes [ ] No

M. Other.
N/A
COMPONENT THREE
“STUDENT BACKGROUND/ACCESSIBILITY”

Student Background/Preparation

A. Note any pre- or co-requisites including reading level if applicable.
   N/A

B. Is the program TASP-required? ☐ Yes ☒ No
   List the courses in curriculum that have TASP restrictions and identify which restriction.
   N/A

C. What assessments are used to ensure students are placed in the proper courses?
   N/A

Student Accessibility to Program

D. List all program policies or requirements regarding:
   • Physical or mental fitness- Students must complete a health assessment, physical evaluation, and current immunizations from a physician with a release in order to begin clinicals.
   • Performance tests- N/A
   • Safety standards- The Lamar State College – Orange Student Handbook contains information regarding infection control policy and outlines safety standards.
   • Insurability-risk management- Malpractice insurance is purchased for students and is included in their tuition. Criminal backgrounds checks are also completed after admission to the program.

E. List all program policies or requirements that exclude or limit participation of people with disabilities.
   This program adheres to the ADA, which is reflected in all syllabi

F. Are there any physical barriers to this program or program activities? If yes, list these physical barriers?
   ☒ Yes ☐ No
   Students must be able to perform the physical work of the clinical setting (i.e., lifting 165 lbs, bending, standing for prolong periods of time). There is no “light duty” assignments. Students are required to meet the objectives of the course and are not allowed to progress in the program if unable to meet the objectives.

G. Of those items listed above, describe the alternative methods that will be used to provide program access (e.g., relocating class to accessible site, redesign of equipment, reasonable modification to rules, etc.).
   Students with learning disabilities are allowed extra time on examinations, may have exams read to them by the testing center staff, and other modification (as deemed necessary by the evaluation of a specialist) may also be used.
H. List efforts to serve diverse populations.

Efforts made to serve diverse populations include faculty advisement, student recruiting, and retentions. This program's student populations include young and older students, male and female, majority and minority races, and those who are employed and unemployed.

I. Other

N/A
COMPONENT FOUR
“RESOURCES”

Equipment
State Standard for Equipment and Facilities: Equipment and facilities meet business and industry standards and are adequate and appropriate to support the program.

A. What is the status of the equipment in this program? ☑ Satisfactory ☐ Needs Improvement
   Comments: All laboratory equipment is in good condition.

B. What is the status of the computers/software in this program? ☑ Satisfactory ☐ Needs Improvement
   Comments: All computers and projectors are operating well.

Facilities

C. What is the status of the space allotted to this program? ☑ Satisfactory ☐ Needs Improvement
   Comments: The classroom, laboratory, and computer labs are all very useful.

D. What is the status of the training materials/aids for this program? ☑ Satisfactory ☐ Needs Improvement
   Comments: All training materials are in good shape.

Staff
State Standard for Faculty Support: Number of faculty is adequate to support the program. For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area.

E. How many faculty teach in this program? 0 Full-Time 1 Part-Time

F. What are the credentials, experience, and staff development activities of each of the faculty in this program?
COMPONENT FOUR—“RESOURCES” (continued)

Full-Time

FACULTY NAME
Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical Work Experience

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities

FACULTY NAME
Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical Work Experience

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities

FACULTY NAME
Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical Work Experience

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities
COMPONENT FOUR—“RESOURCES” (continued)

Full-Time

FACULTY NAME
Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical Work Experience

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities

Part-Time

FACULTY NAME RICHARD E. LAND
Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  25 Years Teaching  43 Years Technical Work Experience

Licensure/Professional Memberships:
Licensure(s) Certified Emergency Medical Technician – Paramedic, Texas Dept. of State Health Services
Professional Membership(s)

Emergency Medical Services Coordinator
National Association of EMS Educators, Member

Staff development activities engaged in within the past three years:
- Texas EMS Conference  2012, 2013, 2014
- American Heart Association Training Center Faculty Certification  2012, 2014
- Texas EMS Coordinator Updates  2011, 2013
- Texas Emergency Medical Technician Paramedic Re-certification  2013
- College for Kids (First Aid/CPR)  2011, 2012
- Securing the Human (LSCO internet)  2013, 2015
- LSC-O Security Awareness  2013
COMPONENT FOUR—“RESOURCES” (continued)

Part-Time

FACULTY NAME

Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  Years Teaching  Years Technical

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities

FACULTY NAME

Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities

FACULTY NAME

Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
Degree #1
Degree #2
Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical

Licensure/Professional Memberships:
Licensure(s)
Professional Membership(s)

Staff development activities engaged in within the past three years:
Staff Development Activities
COMPONENT FOUR—“RESOURCES” (continued)

Part-Time

FACULTY NAME

Degree(s)—Highest to Lowest (Type, Discipline, Awarding Institution, Date Received)
  Degree #1
  Degree #2
  Other Degree(s)

Yrs. of Experience in Field:  No. of Years Teaching  No. of Years Technical Work Experience

Licensure/Professional Memberships:
  Licensure(s)
  Professional Membership(s)

Staff development activities engaged in within the past three years:
  Staff Development Activities
COMPONENT FIVE
"STATISTICAL DATA"

Course Cancellations
List any scheduled course(s) that was/were canceled over the past three years and why?

<table>
<thead>
<tr>
<th>Prefix, No., and Section</th>
<th>Course Name (Day and Time)</th>
<th>Reason for Cancellation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 10</td>
<td>EMS 1160 01 EMT CLINICAL BASIC MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 01 EMERGENCY MED TEC MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 21 Laboratory MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td>Spring 11</td>
<td>EMS 1160 01 EMT CLINICAL BASIC MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 01 EMERGENCY MED TEC MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 21 Laboratory MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td>Summer 11</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Fall 11</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Spring 12</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Summer 1-12</td>
<td>EMS 1160 01 EMT CLINICAL BASIC MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 01 EMERGENCY MED TEC MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>EMS 1501 21 Laboratory MW 5:00-7:00</td>
<td>Reason</td>
</tr>
<tr>
<td></td>
<td>MW 7:00-9:00</td>
<td>Reason</td>
</tr>
<tr>
<td>Fall 12</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Spring 13</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Summer 13</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Fall 13</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Spring 14</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Summer 14</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
<tr>
<td>Fall 14</td>
<td>Course(s) Days/Time</td>
<td>Reason</td>
</tr>
</tbody>
</table>

External Testing/Licensure
List any and all external testing, licensure, or certification tests and results if applicable. Give data for the past three years.

State standard for **Licensure Pass Rate**: 90 percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard) OR the percentage of students who take licensure exams and pass is no more than five (5) percentage points below state average for last three (3) years for the specific licensure exam. **Exceeds standard if pass rate is 95 percent or greater.**

<table>
<thead>
<tr>
<th>Type of Exam</th>
<th>Total Tested</th>
<th>No. Passed</th>
<th>Outcomes Percent</th>
<th>Total Tested</th>
<th>No. Passed</th>
<th>Outcomes Percent</th>
<th>Total Tested</th>
<th>No. Passed</th>
<th>Outcomes Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Name</td>
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14
COMPONENT FIVE—“STATISTICAL DATA” (continued)

Program Data by Fiscal Year

A. Revenues and Expenditures

<table>
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<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
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<tbody>
<tr>
<td>Program Revenues:</td>
<td>$0</td>
<td>$0</td>
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<tr>
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<tr>
<td>Net Profit/Loss</td>
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<td>$0</td>
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<td>Revenues as a % of College</td>
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<td>0.00%</td>
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<tr>
<td>Revenues as a % of Department</td>
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<td>0.00%</td>
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<tr>
<td>Expenditures as a % of College</td>
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<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>Expenditures as a % of Department</td>
<td>0.00%</td>
<td>0.00%</td>
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B. Budget

State Standard for Budget Adequacy: Budget is adequate to support the program.

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
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<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>16,208.00</td>
<td>19,664.00</td>
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<td>Maintenance &amp; Operations</td>
<td>7,059.12</td>
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<td>Capital</td>
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<tr>
<td>Travel</td>
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<td>378.06</td>
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<td><strong>Total</strong></td>
<td><strong>23,267.12</strong></td>
<td><strong>29,963.02</strong></td>
<td><strong>35,646.71</strong></td>
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</table>

C. Graduation/Placement Rates

State Standard for Graduates: Program has 15 graduates over three (3)-year period (except new programs approved by CB for implementation on or after September 1997).

<table>
<thead>
<tr>
<th>Graduates: (FY includes May, Dec, August)</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
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<tr>
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<td>2</td>
<td>8</td>
<td>10</td>
<td>24</td>
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<tr>
<td><strong>TOTAL GRADUATES</strong> (Source: CBM009)</td>
<td><strong>8</strong></td>
<td><strong>2</strong></td>
<td><strong>8</strong></td>
<td><strong>10</strong></td>
<td><strong>24</strong></td>
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<tr>
<td>Success Rate (# employed or transferred)</td>
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</table>

State Standard for Placement: 85 percent of program graduates are placed within one (1) year of graduation (except new programs approved by CB for implementation on or after September 1997). Exceeds standards if three (3)-year average placement rate is 95 percent or greater. Special provisions will be made for programs with fewer than 10 graduates.

<table>
<thead>
<tr>
<th>Year</th>
<th>CIP</th>
<th>Total Grads*</th>
<th>Successful Number</th>
<th>Outcomes Percent</th>
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15
COMPONENT FIVE—“STATISTICAL DATA” (continued)

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<tbody>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

*Unduplicated, may not match CBM009 data. 
Source: Automated Student and Adult Learner Follow-Up Systems and CB 116

*Name area employers and businesses served:
Business Names

Why do non-completers **not** complete?
Reason

Program Data by Semester

D. **Program Head Count**

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<tbody>
<tr>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
<td>Spr</td>
<td>Fall</td>
</tr>
</tbody>
</table>

**By Major:**

| Degree/Certificate Name | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Degree/Certificate Name | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Certificate Name        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Certificate Name        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Emergency Medical Services – Institutional Award | 1 | 2 | 17 | 15 | 14 | 4 | 14 | 8 | 8 |

**By Gender:**

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<th>7</th>
<th>12</th>
<th>6</th>
<th>1</th>
<th>11</th>
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<td>10</td>
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<td>8</td>
<td>3</td>
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**By Ethnicity:**

| American Indian/Alaskan | 1 |
| Asian/Pacific Islander |
| Black | 1 | 1 | 4 | 1 | 1 |
| Hispanic | 1 | 3 | 1 | 1 | 1 | 2 |
| White | 1 | 1 | 13 | 13 | 10 | 3 | 12 | 7 | 5 | 1 |

**By Status:**

| Full-Time | 1 | 2 | 3 | 2 | 0 |
| Part-Time | 14 | 15 | 12 | 4 | 14 | 8 | 8 | 0 |
| **TOTAL MAJORS** | 1 | 2 | 17 | 15 | 14 | 4 | 14 | 8 | 8 | 0 |
## COMPONENT FIVE—“STATISTICAL DATA” (continued)

### E. Program Faculty

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</tbody>
</table>
Lamar State College-Orange
Curriculum Committee Program Review of

Program Name: __________________________________________________________

_____ approved as is

_____ approved with suggestions

_____ approved pending recommendations

_____ not approved

Date: ____________________________

Justification/Suggestions/Recommendations: _________________________________
Lamar State College-Orange  
Curriculum Committee Program Review Follow-up

**Program Name:** Emergency Medical Services Institutional Award  
**Date of Review:** April 1, 2015

**Reviewers:**

- Thera Granger CPhT, Program Director  
  Pharmacy Technology Allied Health Division,  
  Review Team Chair

- Donald Thomas, Instructor  
  Physical Education  
  Allied Health Division

- Cathie Phillips, Instructor  
  Information Technology  
  Business and Technology Division

- Angie Cole, Instructor  
  Vocational Nursing  
  Allied Health Division

- Bishar Sethna, Institutional Research

- Katie Rather, Institutional Effectiveness

**Curriculum Committee’s Action(s):**

- [ ] approved as is
- [ ] approved with suggestions
- [ ] approved pending recommendations
- [ ] not approved

List each of the recommendations made by the Curriculum Committee. Then respond with action that has been taken or action to be taken. Please give approximate dates of implementation(s).

<table>
<thead>
<tr>
<th>Committee’s Recommendation/Suggestion</th>
<th>Response Action</th>
<th>Dates of Implementation</th>
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Program Review Chair: __________________________

Division Chair: __________________________

Date: __________________________