

**2015 Report of Current Status for an Education Program
in
Emergency Medical Technician-Paramedic
at
Crowder College
CoA Program Reference:600397**

Sponsoring Institution and Personnel

Sponsoring Institution

Crowder College
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Institution Type: N/A

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Affiliates

Barry-Lawrence Ambulance District - Clinical Affiliate - Monett, MO
Bella Vista Fire Department - Clinical Affiliate - Bella Vista, AR
Bentonville, AR Fire Department - Clinical Affiliate - Bentonville, AR
Carthage/Mercy EMS - Clinical Affiliate - Carthage, MO
Central EMS - Clinical Affiliate - Fayetteville, AR
Cox Health System - Clinical Affiliate - Springfield, MO
EMSA - Clinical Affiliate - Tulsa, OK
EMSA Ambulance - Clinical Affiliate - OKC , OK
Freeman Ambulance Service - Clinical Affiliate - Anderson, MO
Freeman Neosho Hospital - Clinical Affiliate - Neosho, MO
Freeman West Hospital - Clinical Affiliate - Joplin, MO
Grove EMS - Clinical Affiliate - Grove, OK
Integrus Hospital/EMS - Clinical Affiliate - Miami, OK
Mercy Hospital - Clinical Affiliate - Joplin, Carthage, MO
METS Ambulance - Clinical Affiliate - Joplin, MO
Newton County Ambulance District - Clinical Affiliate - Neosho/Joplin, MO
NW Regional Hospital - Clinical Affiliate - Bentonville, AR
Quapaw Tribe/EMS - Clinical Affiliate - Quapaw, OK
Rogers Fire Department - Clinical Affiliate - Rogers, AR
St. John's Hospital - Clinical Affiliate - Tulsa, OK

Satellites

Current Program Statistics

CoA Reference: 600397

Program Enrollment and Attrition Table with Current and Past Five Years' Data(if available):

Enrollment Year	Enrollment Date	Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	'In Progress' To-Date	Non-Academic Attrition	General Education Courses Attrition	Professional Courses Attrition	Attrition	Percent Retention	# Grads to Date
2015	1/2/2015	12/11/2015	20	30	8	0	8	0	3	0	0	3	62.5 %	5
2015	8/7/2015	5/14/2016	35	35	27	0	27	23	4	0	0	4	85.2 %	0
2014	1/2/2014	12/12/2014	35	35	33	0	33	0	11	0	2	13	60.6 %	20
2014	8/4/2014	5/16/2015	20	20	15	0	15	0	0	0	1	1	93.3 %	14
2013	8/2/2013	5/17/2014	25	25	24	0	24	0	2	0	6	8	66.7 %	16
2013	6/3/2013	5/17/2014	35	35	30	0	30	0	8	0	0	8	73.3 %	22
2012	8/13/2012	5/17/2013	10	15	8	0	8	0	2	0	1	3	62.5 %	5

Outcomes Summary

	Graduation Year. Class of...							Threshold	3 yr Total 2014 to 2012	5 yr Total 2014 to 2010
	2015	2014	2013	2012	2011	2010	2009			
Graduates	19	58	5	0	0	0	0		63	63
Outcomes Assessments									3 yr Avg 2014 to 2012	5 yr Avg 2014 to 2010
Attrition	17.4 %	33.3 %	37.5 %	0.0 %	0.0 %	0.0 %	0.0 %		33.7 %	33.7 %
Retention	82.6 %	66.7 %	62.5 %	0.0 %	0.0 %	0.0 %	0.0 %	70%	66.3 % *	66.3 % *
Positive Placement	68.4 %	77.6 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	71.4 %	71.4 %
National Registry Written - % of grads Attempting	94.7 %	56.9 %	80.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
National Registry Written - Pass Rate - Success	72.2 %	66.7 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	70.3 %	70.3 %
National Registry Practical - % of grads Attempting	68.4 %	75.9 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
National Registry Practical - Pass Rate - Success	84.6 %	97.7 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	97.7 %	97.7 %
Comprehensive Final Written - % of grads Attempting	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
Comprehensive Final Written - Pass Rate - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	100.0 %	100.0 %
Comprehensive Final Practical - % of grads Attempting	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
Comprehensive Final Practical - Pass Rate - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	100.0 %	100.0 %
State Exam Written - % of grads Attempting	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
State Exam Written - Pass Rate - Success	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	0.0 %	0.0 %
State Exam Practical - % of grads Attempting	0.0 %	69.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %		
State Exam Practical - Pass Rate - Success	0.0 %	92.5 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	92.5 %	92.5 %
Employer Survey - % returned	38.5 %	13.6 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100	15.9 % *	15.9 % *
Employer Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Employer Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Employer Survey - Affective - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Graduate Survey - % returned	26.3 %	17.2 %	20.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100	17.5 % *	17.5 % *
Graduate Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		

	Graduation Year. Class of...									
Graduate Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Graduate Survey - Affective - Success	100.0 %	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		

* Threshold not met

	Enrollment Year									
Enrollment	2015	2014	2013	2012	2011	2010	2009	Threshold	3 yr Total 2014 to 2012	5 yr Total 2014 to 2010
Enrollment	35	48	54	8	0	0	0		110	110

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	Graduated in (year)						# Grads to Date	
			2015	2014	2013	2012	2011	2010		2009
2015	1/2/2015	12/11/2015	5							5
2015	8/7/2015	5/14/2016								0
2014	1/2/2014	12/12/2014		20						20
2014	8/4/2014	5/16/2015	14							14
2013	8/2/2013	5/17/2014		16						16
2013	6/3/2013	5/17/2014		22						22
2012	8/13/2012	5/17/2013			5					5
Total Graduates by Year =			19	58	5	0	0	0	0	82

Examination Results

Evaluation System: National Registry Written

Analysis:

Action: Although Crowder barely met the minimum threshold for first-time passing, we constantly strive to improve our pass rates. This year, we are implementing a new program called "The Green Light Program." This new program allows students who successfully passed the paramedic program an opportunity to take NREMT-style examinations in preparation for the national registry. They are given three chances to pass the preparation exams with a minimum threshold score of 72%. If the student does not meet the 72% requirement after three attempts, they will not be given the "green light" to test the NREMT cognitive exam.

I have also had multiple discussions with my instructors regarding our pass rates and they appear to be just as concerned as I am, and, are amenable to making modifications and additions in their classroom lectures, discussions and in-class assignments.

Evaluation System: National Registry Practical

Analysis: When able, Crowder EMS uses at least a 5:1 ratio for practical skills training. I believe this explains why we have such a high first-time pass rate on our psychomotor skills testing.

Action:

Evaluation System: Comprehensive Final Written

Analysis:

Action:

Evaluation System: Comprehensive Final Practical

Analysis: When able, Crowder EMS uses at least a 5:1 ratio for practical skills training. I believe this explains why we have such a high first-time pass rate on our psychomotor skills testing.

Action: No action plan is needed for these cohorts of students.

Evaluation System: State Exam Written

Analysis: Not applicable.

Action: No action plan is required, since there are no state written exams in Missouri for paramedic level students. They are all completed through the NREMT.

Evaluation System: State Exam Practical

Analysis: Not applicable.

Action: There are no state practical exams. They are all tested by the NIEMT and supervised by an NREMT representative.

Surveys - Cognitive Domain

Evaluation System: Employer Surveys - Cognitive

Cut Score:

Analysis: I have contacted Lynn Caruthers and asked how I can improve survey return rates. She suggested I distribute e-mails to the Directors, which I have. Each time I stress how important it is to complete the surveys to no avail. This is a deficiency I, as the Program Director, can address but not necessarily remedy. However, the return has been slowly climbing.

Action: I will continue to send out e-mail reminders to the Directors regarding the employer surveys encouraging them to complete.

Evaluation System: Graduate Survey - Cognitive

Cut Score:

Analysis: For 2014-2015, I received a much better response from my students regarding graduate surveys. I received a total of 15 responses back- in 2013, I only received one.

For students who graduated in 2014, the mean +/- SD was 4.6. While we would like to strive for a 5.0, I am pleased that this cohort of students rated our program as they did. The International Program is fairly new in design, and I am always striving to make it a better learning experience for all our students.

Action: I will continue to send out surveys expressing the importance of them for the successful continuation of our program.

After reviewing the results of the graduate surveys, I will take action plans for improving cognitive-based development.

Surveys - Psychomotor Domain

Evaluation System: Employer Surveys - Psychomotor

Cut Score:

Analysis: I have contacted Lynn Caruthers and asked how I can improve survey return rates. She suggested I distribute e-mails to the Directors, which I have. Each time I stress how important it is to complete the surveys to no avail. This is a deficiency I, as the Program Director, can address but not necessarily remedy. However, the return has been slowly climbing.

Action: I will continue to send the area Directors reminder e-mails regarding the surveys and how important they are.

Evaluation System: Graduate Survey - Psychomotor

Cut Score:

Analysis: For 2014-2015, I received a much better response from my students regarding graduate surveys. I received a total of 15 responses back- in 2013, I only received one.

For students who graduated in 2014, the mean +/- SD was 4.2. While we would like to strive for a 5.0, I am pleased that this cohort of students rated our program as they did. The International Program is fairly new in design, and I am always striving to make it a better learning experience for all our students.

It appears students from the 2014 cohort want a broader range of skill sets as well as more emphasis on patient assessment.

Action: We have been advised by a few students that they would like to see more ambulance hours and less hospital hours. As the Director, I will take that under consideration and make changes as necessary.

Surveys - Affective Domain

Evaluation System: Employer Surveys - Affective

Cut Score:

Analysis: I have contacted Lynn Caruthers and asked how I can improve survey return rates. She suggested I distribute e-mails to the Directors, which I have. Each time I stress how important it is to complete the surveys to no avail. This is a deficiency I, as the Program Director, can address but not necessarily remedy. However, the return has been slowly climbing.

Action: I will continue to send the area Directors reminder e-mails regarding the surveys and how important they are.

Evaluation System: Graduate Survey - Affective

Cut Score:

Analysis: For 2014-2015, I received a much better response from my students regarding graduate surveys. I received a total of 15 responses back- in 2013, I only received one.

For students who graduated in 2014, the mean +/- SD was 4.8. While we would like to strive for a 5.0, I am pleased that this cohort of students rated our program as they did. The International Program is fairly new in design, and I am always striving to make it a better learning experience for all our students.

One of the 2014 students believes our program could have taught time management and communications better, even though we are consistently advising our students to manage their schedules.

Action: Our action plan will be to incorporate more simulated radio reports in case scenarios.

Attrition / Retention

Evaluation System: Attrition / Retention

Analysis: As I researched the attrition rates for 2014-2015, it is evident the reasons for attrition among students were very different. Some students (those who dropped due to poor grades) we can try to work with more closely. A few dropped due to severe marital or personal issues and after counseling determined they had no other choice. One student was caught cheating on an exam. A few students enrolled, then simply changed their minds; some enrolled but never showed.

Action: I would like to be able to examine our causes for attrition and extract one identifiable cause, but that is simply not the case. Those who have marital or other personal problems are students for which we can try to counsel, but ultimately it is their decision to drop the class. Those that change their minds after enrolling usually do so after they review their financial situation and determine they cannot afford to move temporarily to SW Missouri to complete the second semester of the program.

What we can do (instructors) is forge a better relationship with our students so they can feel we are approachable and are willing to help if and when appropriate.

Positive Placement

Evaluation System: Positive Placement

Analysis:

Action:

Program Information

Program Title: Emergency Medical Technician-Paramedic

Name of certificate or degree awarded:

Program Design

	Award Level 1	Award Level 2
a. Type of award granted:	Certificate	Associate
b. Length of Program in Months:	10	20
c. Length of Program in Academic Sessions:	2	4
d. Total Credit Hours Required:	36	65
e. Type of Credits (e.g., semester, quarter):	Semester	Semester
f. Total Program Tuition and Fees - Resident:	\$5,920.00	\$8,211.00
g. Total Program Tuition and Fees - Non-Resident:	\$5,920.00	\$9,197.00

Program Budget

a. Program's fiscal year begins on (month/date):	7/1	
b. Indicate the program's actual expenditures for:	Current Fiscal Year to Date	Previous Fiscal Year
	Total \$0.00	\$0.00

Is the budget sufficient to ensure achievement of the programs's goal and outcomes?:

Yes

Detailed Analysis of Insufficient Budget:

Action Plan for Insufficient Budget:

Comments

I have submitted my official college transcript that indicates I have obtained my Masters Degree and it has not yet been updated.

Distance Education

Is any portion of the program offered Yes
through distance learning?:

Percentage of the program delivered by 50%
distance:

List the courses that are totally web based EMTP 201-02
(ie no face-to-face instruction):

List the courses that are interactive video
conferencing to remote locations:

Description of Distance Mode List of courses delivered in that mode

We use Jones and Bartlett Navigate learning EMTP 201-02 (hybrid)
platform system to deliver our curriculum.

Each cohort of students has weekly readings,
forum discussions, writing assignments,
quizzes, live webinars and module exams.