

Columbia Gorge Community College



Emergency Medical Technician Program Accreditation Self-Study

March 15, 2010

**Columbia Gorge Community College
400 E. Scenic Drive
The Dalles, OR 97058**

541-506-6141
541-506-2226
www.cgcc.cc.or.us

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Preparation Materials

This list may help you gather appropriate materials as you prepare to work on the self-study.

Section A:

- Number of students enrolled, completed or dropped from program, and certification pass rates.
- Number of degrees and certificates granted, if applicable.

Section B:

- Number of classes offered, and length of each.
- All DHS EMS & TS course approval forms for past two years.
- A list of clinical and internship agencies.
- You will create *Appendix 1* and include all course outlines, including the course description, goals and objectives and other information as appropriate. Also include a sample syllabi in the appendix with others available for review during the site visit.

Section C:

- A resume or CV, and position description for the program administrator.
- A list of course directors for the past two years, and documentation of their qualifications.
- A list of lab assistants.
- A list of guest lecturers.

Section D:

- A copy of the budget.
- A copy of the equipment replacement plan.

Section E:

- A list of where all classes are held.
- A list of where the faculty offices are located.

Section F:

- A list of all teaching aids and instructional materials available.
- A list of AV materials and AV equipment available.

Section G:

- A list of all EMS equipment available, including the quantity and condition.
- An equipment replacement plan, if applicable.

Section H:

- A list of periodicals and books available for student use.

Section I:

- Copies of program admission policies, recruitment materials, and all information provided to prospective students.

Section J:

- Copies of the institution catalog.

Section L:

- A list of all advisory committee members.
- Minutes from the advisory committee meetings for the past two years.

Section M:

- A copy of the safety policy.

- A copy of the most recent safety inspection.
- A copy of all applicable liability insurance policies (or proof of insurance).

Section O:

- Copies of graduate and employer surveys

Once Complete (at least 30 days prior to the site visit):

Send 3 copies of the self-study to the site team coordinator. Address will be supplied by the coordinator.

AND

Send 1 copy to:

Oregon Department of Education
EMT Accreditation Manual
255 Capitol Street NE
Salem, OR 97310-0203

A. Program Data

1. Name and address of community college or private career school.
*Columbia Gorge Community College
400 E. Scenic Drive
The Dalles, OR 97058*
2. Name, title and phone number of person preparing self-study.
Linda Quackenbush, Retired EMT Coordinator
3. Name, title and phone number of program administrator.
*Doris R. Jepson, RN, MSN, CCRN
Director of Nursing and Health Occupations
541-506-6140*

*Clayton McCrea, EMT-P
EMS Coordinator
(541)490-1544*
4. Institutional accreditation status:
Northwest Association of Schools and Colleges, Commission on Accreditation of Allied Health Education Programs
5. Program title and levels of EMT courses offered.
EMT Basic & Intermediate
6. Type of degree or certificate offered, if applicable.
One Year Certificate Program
7. Number of students enrolled in the program:

Class Offered (Type & Year)	# Enrolled	# Complete	# Drop	NR Pass Rate
EMT B HR/TD McCrea Fall 07-W 08	11	10	1	5
EMT B Moro Stone Fall 07-W 08	7	7	0	6
EMT B Dufur Clark Fall 07-W 08	6	6	0	5
EMT B HR McCrea Fall 08-W 09	14	11	3	2
EMT I Spray Howe F 08-W 09	3	3	0	3
EMT B Rufus McCrea Spring 09	9	5	0	3
EMT B HR McCrea F 09-W 10	13	In Progress	1	In Progress

EMT B Dufur Clark Fall 09-W 10	6	In Progress	0	In Progress
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8. Degrees and Certificates Conferred

There was no one year certificates awarded during the past two years. Students do not typically petition for a one year certificate at CGCC. They are typically interested in taking the classes required for a paramedic associate degree and then transfer those credits to a Paramedic Program.

9. If this program articulates with secondary programs, please describe.

The college coordinates with regional high schools on CAM endorsement areas and offers the First Responder program at The Dalles and Hood River high schools. This course introduces students to the EMT programs and profession. High school students attend classes during their regular school day and complete lab sessions at local fire departments.

The annual college fair hosted at CGCC brings in high school students throughout the region to see programs and training programs available. EMT programs are one of the professions showcased.

10. Provide a narrative on the historical development, goals and objectives of the program and any unique characteristics.

Columbia Gorge Community College began offering EMT courses in 1983, and has steadily increased course offerings and equipment over the past 27. Linda Quackenbush, former EMT Coordinator retired in December 2009 and was replaced by long-time faculty, Clayton McCrea. Shortly before her retirement, the college elected to remove EMS coordination from the Health Occupations Coordinator job description and to create a part-time position dedicated to coordinating all EMS training. Clayton McCrea, EMT-P who has been teaching EMT courses at CGCC since 1998, was hired to assume these duties.

The goal in creating this part-time position is to strengthen the college's program under the leadership of an industry professional who has the experience and training to needed to understand changes in the field as well as provide state-wide representation. An important second goal of this new position is to spend more time in the evaluation, mentoring and support of faculty with an end result in providing improved experiences for students.

Courses are predominately held in Hood River and The Dalles. The Hood River Indian Creek Campus, constructed in 2008, is currently the primary location for EMT Basic courses. At The Dalles campus, EMT courses are taught in building one, fourth floor. Both campuses contain a variety of lecture and laboratory classrooms with ample space available for classroom equipment and hands-on practice.

Other EMT courses are occasionally taught in smaller outlying communities of Dufur, Moro and Spray.

The EMS Coordinator routinely communicates with area fire departments and emergency services to determine educational needs. Additionally, as is the case with many other community college programs, part-time faculty who teach EMT courses also work for or volunteer for their community's EMS agencies. Their affiliation provides valuable information for training needs.

A continual effort is made by the College to cultivate the notion that the EMS community in the Columbia Gorge and surrounding counties look to the College as a partner and leader in their educational training needs.

B. Instructional Program

1. State the length of the program(s) and or the course(s) offered. Include the number of clock and credit hours, and type of degree/certificate offered if applicable.

Class Offered	Clock Hours	Credit Hours	Certificate?
EMT105-106 (Basic)	168 (96 Lecture/72 Lab)	10	Yes
EMT 199 & 299 (Intermediate)	168 (96 Lecture/72 Lab)	10	No
EMT100 Intro to EMS	36 (Lecture)	3	Yes
EMT113 Emergency Resp Communication	24 (Lecture)	2	Yes
EMT114 Emergency Response Transportation	36 (12 Lecture/24 Lab)	2	Yes
EMT115 Crisis Intervention	36 (Lecture)	3	Yes
EMT116 Rescue	60 (24 Lecture/36 Lab)	3	Yes
MP111 Medical Terminology	44 (Lecture)	4	Yes

2. List any and all courses which comprise the total curriculum. Include course numbers, titles, credit values and clock hours for didactic, clinical and internship components of each course.

Course #	Title	Credits
BI231	Human Anatomy & Physiology I	4
BI232	Human Anatomy & Physiology II	4
BI233	Human Anatomy & Physiology III	4
CAS133	Basic Computer Skills	
HPE295	Health and Fitness	3
MTH65	Introductory Algebra	4
PSY101	Psychology/Human Relations	4
SP111	Public Speaking	3
WR121	English Composition	3
	General Education	8

3. Include copies of all DHS EMS & TS course approval forms for courses offered in the past two years.
(See Appendix B for documents)
4. Describe how the curriculum follows the DHS EMS & TS prescribed curriculum at each level.

Each EMT Basic course follows the 1994 US ODOT curriculum and all prescribed curriculum requirements of the DHS Emergency Medical Services and Trauma System Section.

- Provide a comprehensive list of agencies where students complete clinical observations and or ride times. List the names, titles and phone numbers of the primary contact between the school and each agency listed.

Clinical Agency	Contact	Phone #
Providence Hood River Memorial Hospital	Jane Burke	541-386-3911
Mid Columbia Medical Center	Jayne Alsup, ED Manager	541-296-1111 x 6929

- Provide a copy of the goals and objectives for each clinical rotation site.

(See Appendix B for documents)

- Describe how the overall clinical resources are educationally efficient and effective in achieving the program's goals and objectives.

The students are exposed to process that occurs once a patient is admitted to the ED. Beyond orientation of the ED system, students additionally practice basic assessment skills and baseline vitals.

- Describe the supervision that occurs in each clinical rotation.

Students are supervised by RN's during their ED clinical rotation. Occasionally students have MD direct supervision.

- Provide any evidence to suggest that students have adequate and appropriate access to patients in each clinical setting.

Students are frequently questioned in class about their experience during their clinical rotation. Quite often they show enthusiasm in descriptions of their experiences and request to participate in additional hours of ED clinical rotations.

- Provide any evidence to suggest that clinical sites are adequate to meet program goals.

The local clinical sites are adequate due to the overall feedback from students and hospital staff. We believe this occurs due to the 'small' community atmosphere. Quite often students are known to ED staff which provides a personal effect to the clinical goals.

C. Staffing

1. Describe the qualifications of the program administrator, and attach a resume or CV, and position description.

Clayton McCrea, EMT-P, became part-time program administrator (EMS Coordinator) on January 1, 2010 and has been teaching EMS courses for CGCC since 1995. Clay works full time as a captain for Hood River Fire Department and has been employed with that agency since 1987. His resume and job description can be found in Section C.

Previous to McCrea's appointment this year, Linda Quackenbush, who retired on December 31, 2009, filled the role of EMS Coordinator.

2. List the course director for each course presently being offered, or that has been offered in last the two years. Provide documentation indicating that each director meets the requirements as outlined in OAR 333-265-0020(1)(c), 2, 3, and 4.

EMT Basic Instructors:

*Clayton McCrea, EMT-P
Larry Clark, EMT-I
Robert Stone, EMT-B*

EMT Intermediate Instructor:

Rose Howe, EMT-I

Intro to EMS Instructor:

Clayton McCrea, EMT-P

Crisis Intervention Instructor:

*Devon Wells, EMT-P
Manuel Irusta, EMT-P*

Emergency Response Communication Instructor:

*Clayton McCrea, EMT-P (EMT117)
(Note: CGCC has not yet offered EMT113 & EMT114 as a split class. EMT113 and EMT114 will be offered Spring term 2010. The syllabus is still in development for this class.)*

Medical Terminology Instructor:

Joyce Burkhart

(See Section C for course director documentation requirements.)

3. Provide a list of lab assistants, and their level of certification. Indicate which classes they assist with.

Manuel Irusta and Tony Depinto, both certified at the paramedic level provide support to courses taught by Clayton McCrea. The other outlying courses are small enough that lab assistants are not required.

4. Provide a list of guest lecturers and topics that they present.

Terri Thalhofer, RN has provided guest lecturing on the topic of obstetrics.

5. Identify the medical director, and briefly describe his or her background and role within the program.

*Dr. Erin Burnham
Mid Columbia Medical Center
1700 E. 19th St.
The Dalles, OR 97058
(541)296-1111*

*Dr. Richard Virk
Providence Hood River Memorial Hospital
13th & May Streets
Hood River, OR 97031
(541)386-3911*

Mid Columbia Medical Center provides a stipend for a physician to be the advising physician for EMS agencies and training in Wasco, Sherman and Gilliam counties, therefore oversight of EMS students is part of her job description at the hospital. She routinely supervises students during their emergency room rotations when she is the attending physician in the ER. She also provides advice and information to faculty who contact her via telephone. Additionally, Dr. Burnham also plays an active role in state EMS issues as a member of the state of Oregon EMS committee.

Dr. Virk who is a local Emergency Room Physician and the County EMS Medical Director on occasion is able to view the students during their clinical rotations in the ED. Due to the EMT Course Directors primary career, there is constant communications with the physician and he is readily available for consult if needed.

6. Describe any financial support provided to faculty to meet continuing education requirements.

The college pays registration fees for EMT faculty who request to attend the annual EMS conference. New instructors may also receive funding to enroll in instructor development classes or other related EMS courses.

D. Financial Resources

1. What is the amount of the annual operating budget for the program?

There is \$50, 065 budgeted for Emergency Medical Technician general fund and \$34,800 in Health Occupations Customized Training for the current fiscal year. (See section D appendix)

2. Provide evidence that financial resources are assured for continued operation of the classes for the students enrolled.

The college budget document, available on the college website, shows funds budgeted for the current year and for the previous three years. This feature allows staff and community constituents the ability to compare and see consistent and steady funding support. College administration recently developed budgets through school year 2011-2012 to project and prepare for state cycle funding and increased student enrollments.

The general fund budget covers expenses related to offering one EMT Basic class per year. The five ancillary classes (EMT100, 113, 114, 115, and 116) are scheduled and budgeted every other year as student enrollment is small and there is limited demand for them. Some of these classes cancel due to low enrollment.

The Health Occupations Customized Training budget covers EMT Basic and Intermediate classes that are requested by other communities in and out of CGCC's service district.

In 2004, CGCC was awarded a Department of Labor grant for their Rural Healthcare High Growth Job Training and Economic Recovery Initiative. This award in the amount of \$1.25 allowed the college to purchase approximately \$284, 000 in equipment to support and enhance Nursing and Health Occupations programs offered at CGCC. As a result, significant equipment and supplies were purchased for the EMT program. Subsequently, less dollars have recently been budgeted for equipment.

3. Does the program administrator have direct control over budget expenditures and allocations?

Yes, with oversight from the Director of Nursing and Health Occupations and recommendations from instructors, advisory committee and local EMS agencies.

4. Does the budget provide adequate funds for instructional materials, supplies, equipment repair, etc.?

While the EMS budget is modest, it does provide sufficient funding to supply and equip classes. Equipment and supplies purchased for other health occupations programs such as nursing and medical assisting are also available when needed. The Health Occupations Customized Training instructional supply budget is also available for purchasing materials and supplies for outreach classes.

5. Where might the program put additional resources, if available?

Additional resources could be used to purchase and equip our own ambulance.

6. How is funding for new and replacement equipment procured?

During the annual budget process, the EMS Coordinator and the Director of Nursing and Health Occupations develops the budget request for the coming year. At this time, it is determined if new or replacement equipment is needed. As an example, during the budget process for school year 2008-09, funds were requested and procured from the general college budget for equipment and supplies needed to equip EMT classes offered at the new Hood River Indian Creek Campus.

E. Facilities

1. List the location of class(es). Be specific (e.g., building number or room number, etc.). If classes are offered off campus, give specific location(s).

Location	Address	Room #	City
<i>CGCC Hood River Indian Creek Campus</i>	<i>1730 College Way</i>	<i>1.302</i>	<i>Hood River</i>
<i>CGCC The Dalles Campus</i>	<i>400 E. Scenic Drive</i>	<i>1.464</i>	<i>The Dalles</i>
<i>Dufur City Hall</i>	<i>175 NE 3rd Street</i>	<i>Meeting Room</i>	<i>Dufur</i>
<i>Rufus Community Center</i>	<i>304 W. 2nd Street</i>	<i>Conference Room</i>	<i>Rufus</i>
<i>North Sherman Fire Station</i>	<i>411 Yates Street</i>	<i>Meeting Room</i>	<i>Wasco</i>
<i>Spray EMS Building</i>	<i>210 3rd Street</i>	<i>Classroom</i>	<i>Spray</i>

2. List the location of staff and faculty office space(s).

Hood River Indian Creek Campus
Faculty Office Space Room, Room 216

The Dalles Main Campus
Building Two Room 2.349

3. List the location of where faculty / student conferences may occur.

Building	Conference Location
<i>HR Indian Creek Campus</i>	<i>Room 216</i>
<i>The Dalles Main Campus</i>	<i>Room 1.432</i>
<i>Dufur City Hall</i>	<i>EMS Office</i>
<i>Rufus City Hall</i>	<i>Office Next to Conference Room</i>
<i>North Sherman Fire Station</i>	<i>Office next to classroom</i>
<i>Spray EMS Building</i>	<i>Office near classroom</i>

F. Instructional Aids, Supplies, and Materials

1. List the teaching aids and instructional materials readily available to the instructor(s).

Photocopying services are available at Hood River and The Dalles campus. Each instructor is assigned a photocopy code to access machines in several locations on campus. Instructors in outlying communities have access to photocopying as needed. Instructors may also email assignments to administrative support staff for photocopying.

Both campuses have sufficient EMT equipment available in the building to support their classes. Outlying classes may check out equipment from either campus as needed. Some equipment used by outlying classes is available from their EMS agency. All instructors may request a key to the EMT equipment storage at The Dalles campus so they have access to check out equipment six days per week from 7:00am until 10:00pm.

The Library located at the main campus in The Dalles contains a robust selection of resources electronically and in book print.

2. List AV materials and equipment available for instructor and student use.

Hood River Indian Creek and The Dalles campus have smart technology podiums in student classrooms. These podiums include ceiling mount projector, screen, DVD, and VCR players, document camera, Star Board monitor and dedicated computer.

Instructors at the outlying classes use laptops and portable computer projectors. Laptop computers or computer projectors are available to instructors and can be checked out for the entire length of the class.

3. Identify independent study areas with TV monitors / audio outlets that are available for student use as needed.

Hood River Indian Creek campus has nine computer workstations and a TV with DVD and VCR in the Commons area. This space is open to all students during college open hours which are Monday through Friday from 8:00a-10:00pm.

The Dalles campus has 42 PCs for student use and two study rooms available in the Library for TV, DVD, and VCR viewing. The Library is open Monday through Thursday from 8:00am-8:00pm, Friday from 8:00am-4:00pm and Saturday from 8:00am-3:00pm.

4. Identify budget allocations for supplies and annual updating of instructional materials.

Materials and supplies are budgeting annually by the EMS Coordinator and reviewed by the Director of Nursing and Health Occupations. Faculty are very involved in making requests for items they need to support their classes. (See Appendix B for budget documents.)

G. Equipment

1. List equipment available at each site for student use as well as for laboratory demonstration. Indicate quantities available for students use and note their adequacy for the programs offered. Include a copy of the plan to replace and upgrade equipment.

Class sizes for EMT Basic and Intermediate classes at CGCC are small as noted in the class size table in section A. Equipment and supplies available at both campuses are more than adequate to meet the needs for laboratory demonstration and skills practice. If there is a last minute need for supplies, faculty inform the coordinator who then will purchase what is needed.

(See Appendix G for equipment and supply inventory.)

H. Support Services

1. Provide a list of periodicals and books available for student use, and indicate the location of where these materials are located.

Books and periodicals are located at The Dalles Campus Library. The Library collections include books, e-books, periodicals, DVDs/videos, CDs, and a variety of online databases. The collection is adequate and most items are current.

CGCC students, faculty and staff have access to Portland Community College (PCC) Libraries' research databases as a result of the contract between the colleges.

(See appendix H for list of Library resources.)

2. Indicate the operating hours of the library. If off campus EMT courses are held, indicate how students access library materials.

Library hours are: Monday through Thursday from 8:00am-8:00pm, Friday from 8:00am-4:00pm and Saturday from 8:00am-3:00pm.

Students and faculty have access to the vast majority of the library's resources and all services through the library homepage <http://www.cgcc.cc.or.us/library/>. Using the Library Catalog link they can search in the library's online catalog for books and e-books related to their assignments. The Articles, Newspapers & Databases link takes them to a page listing all the research databases the library subscribes to including those in the Health / Medicine subject areas such as CINAHL.

Other library services accessible in The Dalles Library and on the library website are: requesting a library card, research assistance, interlibrary loan, subject based online research guides, information on how to do research and evaluate the quality of information. In the Information Commons at the Hood River Campus students and faculty can use the phone to call library staff in The Dalles for immediate help.

3. Describe the counseling staff available for academic and career planning.

Currently, there are 4.5 FTE academic advisors and 1.0 FTE Career Advisor to serve both Hood River and The Dalles campuses. Academic advisors are available to serve students by appointment and with drop-in hours. Advisors are available in Hood River two days a week, with more days added during peak times. To help manage the demand for advising during peak times, advisors utilize the Educational Planner of RugeNet as a tool to develop an education plan with students. This plan is available to the student to access online and serves as a guide to choosing classes with are appropriate to their desired educational goal. Advisors can enable the student's ability to register for a period of time ranging from one term to one year.

4. Describe the tutoring assistance available to students. How are they made aware of such services?

The College provides free tutoring for students in the areas of Biology, Chemistry, Writing, Math, and Renewable Energy Technology at The Dalles and Hood River Campus. These services would benefit students taking one year certificate courses.

(See Appendix H for documentation.)

EMT students seeking tutoring specific to the EMT Basic and Intermediate courses work with their own faculty for assistance.

5. Describe student recruitment efforts.

Annually, CGCC facilitates a Health Occupations Day in which all regional high school students and the general public are invited to discuss the College's offerings in the health occupations field. This includes tours of the science/nursing labs, as well as information sessions provided by EMT faculty.

A First Responder program is offered at The Dalles and Hood River high schools where the skills lab portion of the class is taught by paramedics from the community. This class is very well attended by students from both high schools and is an opportunity for students to volunteer at their local fire agency as cadets. Students successfully completing this course receive dual high school and college credit as well as the opportunity to become state certified.

An academic advisor meets with students at Hood River high school four hours twice per month and 4 hours per week at The Dalles high school.

Recruitment also takes place via the college quarterly schedule where 15k schedules are delivered to residents in Wasco, Hood River, Skamania and Klickitat counties. Additionally, the quarterly schedule as well as EMT program information and requirements are available on the college website, <http://www.cgcc.cc.or.us>.

(See Appendix H for documentation.)

6. Describe the process for taking placement tests, and how the results are utilized.

Students are required to have taken WR115, MTH20 and RD90 as prerequisites for entrance into the EMT Basic course. If a student has not completed these courses, the Compass placement test is required. Students schedule their placement exam by calling either campus for an appointment. Tests are available in the college testing center three days per week in both The Dalles and Hood River. Prior to each term, placement testing is available in the evenings for students who are not able to complete an exam prior to 6:00pm. For the convenience of students in the rural community classes, placement tests are sent to that community for students who need to complete one. The EMT Coordinator can choose to waive a placement exam for students who have prior experience or professional degrees.

As with other rural community colleges, occasionally CGCC struggles with placement test results and barring a student from enrolling with a lower score.

This is especially true for classes held in the outlying communities where volunteers are few and the need for volunteers is great.

I. Program Admission

1. Describe the student selection process. Include a description of the methods or criteria used.

Students must turn in an EMT Enrollment Application for courses offered in The Dalles and Hood River campus. First priority is given to students who are affiliated with a provider of emergency medical services. Second priority is given to students already enrolled in an EMT class at CGCC. Third priority is given to students in the general population. In the case of a tie, preference is given to veterans. If there is still a tie, CGCC district residents will receive preference, followed by residents from Klickitat county Washington.

In the past five years, there has not been a case where there are more students than space available.

For classes contracted out of CGCC's service district, students are selected by the contracting agency.

2. Provide copies of admission policies, recruitment materials, and all information provided to prospective or enrolling students.

(See CGCC Student Handbook in front pocket of binder.)

(See Appendix I for documents.)

3. If applicable, quantify the number of students turned away from the program each offering.

Not applicable.

J. Program Information

1. Describe where students receive information about class or program entrance procedures. This includes information such as tuition and fees, institutional and program policies, procedures and support services.

The quarterly schedule, mailed to 15k residents in Wasco, Hood River, Skamania and Klickitat counties has information regarding entrance requirements, tuition and fees and registration information. Additionally, the college website includes this same information.

The College publishes the Student Handbook which contains information on advising and career services, financial aid, registration and online services, CGCC policies and procedures, grievance policy and procedures, student rights and responsibilities, student organizations, and community recourses. The Student Handbook is available in Student Services, at New Student Orientation and on the website.

On the first day of class, faculty review and students are given CGCC's EMT Student Handbook which includes institutional and program policies, program information such as the EMT job description, essential physical capabilities, orientation information, certification process, program forms, learning objectives, etc.

(See Appendix J for documents.)

- Include a copy of the institution catalog and EMT Student Handbook (if applicable), or other documents used to inform students.

(See Appendix J for documents.)

- Include a copy of all course outlines, class and lab schedules, and a sample clinical / internship schedule if applicable. If course outlines are the same as requested in Section B of this document, please cross reference.

(See Appendix J for documents.)

2. Describe the number of written and practical examinations or evaluations for each course offering.

The College offers one EMT State exam every spring which will accommodate EMT Basic courses that begin in the fall. If a class begins at a later time in the school year, a state exam is scheduled to test students when their class is complete.

3. Describe how students are evaluated in cognitive, affective and psychomotor performance for each course.

Throughout the course, students are provided written and practical testing. Students are continually practicing required skills to demonstration they are acquiring cognitive and psychomotor skills through quizzes and practical exams.

4. Describe how the institution complies with DHS EMS & TS and NREMT standards for conducting certifying examinations. Include information such as who administers the exam (for most schools, this will be a testing center) and how practical evaluators are verified to be in good standing with DHS EMS & TS prior to each examination.

CGCC is an authorized Pearson Vue test site and offers the National Registry EMT computerized written exam to local and state-wide students weekly at the college testing center.

For practical exams, CGCC uses the OHD/EMS handbook, Protocols and Procedures for EMT Basic and Intermediate practical testing. The college employs a test coordinator who is responsible for hiring evaluators, assistants and 'patients' for the exam. The test coordinator has several years experience coordinating this activity and utilizes the same group of evaluators, thus ensuring experienced and authorized staff to participate in the exam.

K. Job Search and Placement

1. Describe the job search and placement program at the institution.

The Career Services Center at CGCC provides the following comprehensive services to assist students with their career planning and placement needs:

- ❖ *Individual career planning and job search counseling*
- ❖ *Workshops, classes, and individual assistance on career decisions, resume writing, interviewing and job-search strategies.*
- ❖ *A career library with information on careers, internships, apprenticeships, employers, and job search resources.*
- ❖ *Annual Career Information Day at which students can talk to local employers about job opportunities.*
- ❖ *Computer assisted programs in career assessment and resume preparations are available. The Center offers internet access exploration and job search. The Center also operates an on-line employment kiosk listing jobs from the State Employment Department. Current job listings are available in the Career Center as well as assistance to search for jobs on the Internet.*

2. How do students learn about the career center and the placement services?

Through brochures on campus, campus newsletter, advisors, college web pages, quarterly schedules and college catalog.

L. Advisory Committee

1. Describe the make up of the advisory committee, how members are selected, retained and replaced. Include a list of names, titles, places of employment, and phone numbers of all committee members.

The advisory committee members are selected and invited by the EMS Coordinator. Generally, the training officer from each regional fire and EMS agency are recruited for the committee.

Committee Members are:

*Clayton McCrea, EMT-P
Captain Hood River Fire Department & CGCC EMS Coordinator
Hood River Fire Department – (541)386-3939*

*Doris Jepson, RN, MSN, CCRN
Director of Nursing & Health Occupations
Columbia Gorge Community College – (541)506-6140*

*Shawn Payne,
Sherman County Director of Emergency Services – (541)506-6011
Moro County EMS*

*Larry Clark, EMT-I
Dufur City Ambulance Training Director – (541)993-2525
Dufur Volunteer Ambulance Service*

*Karen Williams, EMT-I
HPP Region 6 Coordinator
Hospital & Healthcare Preparedness Program – (541)506-6914*

*Mike McCafferty, EMT-P
Fire Chief, Parkdale Fire Department – (541)352-6092*

*Jay Wood, EMT-P
Division Chief
Mid Columbia Fire & Rescue – (541)296-9445*

*Peter Mackwell, EMT-P
Asst. Chief & Training Officer
Westside Rural Fire District – (541)386-1551*

2. Describe how often the advisory committee meets and how they contribute to the program. Include meeting minutes for the past two years.

The most recent advisory committee meeting was held on November 17, 2009. Previous to that, there have been no scheduled meetings in the past two years. Former EMS Coordinator, Linda Quackenbush communicated with primary members of the committee via telephone or in person on a weekly basis as needed. CGCC's EMT program is very small and her philosophy regarding committee meetings was simple. Meetings were not scheduled just to have a

meeting. Issues, questions and discussions were regularly taking place with individual members as they were happening.

New EMS Coordinator, Clayton McCrea plans to reinstitute bi-annual advisory committee meetings per EMS rules.

(See Appendix L for documentation.)

M. Safety

1. Attach a copy of the safety policy.

(See Appendix M for documentation.)

(A copy of the Emergency Action Plan and Emergency Response Manuals will be available at site visit.)

2. Attach a copy of the most recent safety inspection.

(See Appendix M for documentation.)

3. Identify the administrator responsible for monitoring the safety policy.

*Jim Austin,
Facilities Services Supervisor*

4. Describe how the institution verifies that it complies with the Oregon Safe Employment Act, OR-OSHA standards, and ORS 656.046.

Safety policies are in place and are reviewed annually in faculty and staff in-services. The Chief Student Services Officer annually reports data to the Integrated Post Secondary Education Data System (IPEDS) regarding campus safety. This information is shared locally in an annual campus safety report. All credit students are sent a postcard telling them where they can find this local report on the college website.

<http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm>

CGCC's Safety Committee meets monthly. A cross section of the college population is represented on the committee and consists of members from management, faculty, staff and the student body. Safety committee members conduct routine inspections of the buildings and grounds to determine if there are any safety issues. All safety incidents are reported using the accident/incident reporting program. These reports are reviewed by the safety committee to determine if they are isolated incidents and not part of an ongoing problem. If there are safety issues that require an action other than one by the safety committee, a recommendation is made to the relevant department and to the President. Multi-departmental issues are dealt with by the Executive Leadership Team. An OR-OSHA inspection was successfully completed in 2006.

5. Attach a copy of applicable insurance policies.

(See Appendix M for documentation)

N. Student Records

1. Describe the institution or program record retention policy (for how long do you keep records, where, and how?).

Institutional student records are kept in RogueNet, an information management system used by CGCC. It integrates student, academic and business functions and provides Internet registration for students. Student records are backed up daily in RogueNet and data is transferred to PCC's Banner system nightly to ensure accurate and up-to-date official records which continue to be under PCCC's purview. Official transcripts within this system are retained indefinitely.

Program records for the EMT courses are kept in locked file cabinets in the EMT Administration office. A "Student File Information Check List and Archive Form" is kept for each student who successfully passes the National Registry exam. If the student does not pass the National Registry exam, all records are maintained for five years from date of enrollment in class – per OAR guidelines.

To date, no student program records have been destroyed.

(See Appendix N for documentation.)

2. How are records stored for classes currently in session?

Instructors maintain competency records throughout their course (kept in locked file box) and then turned into the EMT Administrator's office to be kept in permanent locked storage.

3. Describe what records are kept.

*Student admission into the program;
Class attendance;
Evidence of competencies attained throughout the course;
Copies of examinations and assessments throughout the course;
Evidence of satisfactory completion of all didactic and clinical requirements*

4. Describe what documentation exists indicating that students have successfully completed all required didactic, skills, and internship requirements prior to certification exams.

- ◆ *Student Grades*
- ◆ *Test Scores*
- ◆ *Skill Sheets*
- ◆ *Signed Hospital ED Time Sheet*
- ◆ *Division and Evaluation Scores*
- ◆ *Final Written & Practical Skill Sheets*

O. Program and Course Evaluation

1. Describe the process for evaluating the ongoing effectiveness of the instructional program.

Assessment activities at CGCC that lead to the improvement of teaching and learning occur both formally and informally. The informal method includes conversation among faculty and between faculty and students about teaching methods that work and that do not work. Two of the main venues for faculty exchanges are: faculty in-services that occur twice per year; and department meetings that occur at least twice per year.

2. Describe how and what data is gathered from students, administrators, clinical supervisors, intern preceptors and advisory committee members. How is this data used to improve the program?

CGCC is in the process of independent accreditation after more than 30 years contracting through Portland Community College. An important part of the process is developing and implementing faculty evaluation and program improvements. Previously, adjunct faculty were evaluated by students and not typically were formally evaluated by the administration. New processes have been created to address the need to demonstrate commitment to continuous improvement and evaluation for all faculty as a means for ensuring the mission of the college is being met. The evaluation process is viewed as constructive employee development.

The new adjunct faculty evaluation process consists of six steps. The EMT faculty will be evaluated under this new process winter and spring term 2010.

Classroom observations by a faculty/peer occur for new adjunct faculty the first term they teach and they also receive student course evaluation results. In the second term, the department chair or instructional director conducts a classroom observation. In the third term of teaching, the adjunct faculty prepares a self-evaluation that includes a response to previous evaluations and a minimal portfolio (course syllabus, assessment tool(s), and anything else the instructor wants to include). The third term evaluation also includes a formal evaluation based on a classroom visitation by a peer of the faculty member's choosing. Continuation of the evaluation process for adjunct faculty includes at a minimum a formal evaluation (by supervisor or designee) every seven to nine terms of the faculty's active teaching terms.

Faculty also use student course evaluations and student performance in courses to evaluate the effectiveness of their instruction. These methods can help determine changes regarding curriculum, course delivery methods, and types of student assessments.

(See appendix O for documentation)

- Include copies of graduate and employer surveys in the self-study report. Include a copy of student course/program evaluations.

Twenty two graduate surveys have been sent to the students who certified in the past two years. Results will be available at site survey.

(See Appendix O for documentation.)

Appendix 1 – Course Outlines

Date: May 16, 2010
To: Larry Cheyne
From: Justin Dillingham
Re: Columbia Gorge Community College

Columbia Gorge Community College provided a timely response to their 2010 EMT Accreditation Site Visit report. Based upon the response document, I believe they are in full compliance.

Each deficiency is identified below, followed by my response.

Deficiencies:

1. C (2) The Course Director shall meet requirements as outlined in OAR 333-265. Instructor McCrea and Clark need one of the following: NAEMSE Educator Course, NFPA Instructor I, Fire Service Instructor I & II, 40-hour Instructor Development Program, or a minimum of three college credits in adult educational theory and practice.
Result of Response: Deficiency resolved
2. J (4.2) Evaluators for the final practical examination shall be individuals meeting the requirements prescribed by the Office of EMS & Trauma Systems Program. Specifically, they should be verified in good standing with the Office of EMS & Trauma Systems Program.
Result of Response: Deficiency resolved
3. L (2.1 – 2.2) The advisory committee shall meet a minimum of three times each year and minutes of the meeting shall be recorded and kept on file.
Result of Response: Deficiency resolved, pending implementation.
4. L (2.4) The Medical Directors shall be a member of the advisory committee and serve as a primary source of information.
OAR 581-049-0020(21)(a)
Result of Response: Deficiency resolved, pending implementation.



**COMMUNITY
COLLEGES AND
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WORKSOURCE OREGON

Public Service Building

255 Capitol Street NE

Salem, Oregon 97310

Phone (503) 378-8648

Fax (503) 378-3365

www.oregon.gov/CCWD

May 18, 2010

Frank Toda, Ed. D., President
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Dear Dr. Toda:

Your response to the deficiencies identified in the EMT accreditation team report dated March 15, 2010, has been received and reviewed by the accreditation team and the Oregon Department of Community Colleges and Workforce Development. The responses and the accompanying documentation indicate that the college is now meeting the state EMT Accreditation Standards.

This will serve as official notice that Columbia Gorge Community College is accredited to offer the EMT Basic and Intermediate, and Ancillary courses. This accreditation is granted until May 18, 2015, unless there is significant change in your program. Should a significant change occur, please contact Larry Cheyne, (503) 947-2430, to determine if the change would affect your accreditation status.

Sincerely,

Cynthia Risan
Education and Workforce Systems Director
Oregon Department of Community Colleges
and Workforce Development
(503) 947-2454
Cynthia.risan@state.or.us

Enclosure

cc: Larry Cheyne, ODCCWD
Justin Dillingham, OHD
Donna Wilson, DHS
Tracy Donnelly, KCC



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4. L (2.4) The Medical Directors shall be a member of the advisory committee and serve as a primary source of information.
OAR 581-049-0020(21)(a)
Result of Response: Deficiency resolved, pending implementation.