



Credible education
through accreditation

Advisory Committee Meeting Agenda

SPONSOR / INSTITUTION NAME:	Florida SouthWestern State College		
CoAEMSP PROGRAM NUMBER:	600034	DATE, TIME, + LOCATION OF MEETING:	2/7/24, 9 am Lee Campus B-115
CHAIR OF THE ADVISORY COMMITTEE:	Lt. Roy Brown		

ATTENDANCE

Community of Interest	Name(s) – List all members. Multiple members may be listed in a single category.	Present	Agency/Organization
Physician(s) <i>may be fulfilled by Medical Director</i>	Dr. Benjamin Abo, DO Paramedic		Medical Director, EMS, Florida Southwestern State College
Employer(s) of Graduates Representative	Thomas Ouillette Larry Arfmann Rich Billian Brandon Morris Adrian Corujo Colin Johnson Jorge Aguilera		Captain, Collier County EMS Division Chief, Lehigh Acres Fire Rescue Training Captain, Lehigh Acres Fire Rescue EMS Battalion Chief, City of Cape Coral Fire Department Deputy Chief, Lee County EMS Deputy Chief, Lee County EMS Deputy Chief, North Collier Fire Control and Rescue District
Key Governmental Official(s)	Dan Summers		Director, Emergency Management Services, Collier
Police and Fire Services	Daniel Sieber Roy Brown Amy Stafford Matthew Miszewski Brendan Betancourt Randy Krause Juan Salinas		EMS Division Chief, San Carlos Park Fire Lieutenant, Bonita Springs Fire Control and Rescue District Operations Chief, Hendry County Fire/ EMS Captain – Field Training, Charlotte County Public Safety Fire Lieutenant Training Division, Charlotte County Public Safety Ft. Myers Beach Division Chief of EMS Division Chief, City of Fort Myers FD
Public Member(s)	Belinda Snyder Dennis Keesal, M.D. FACEP		Community Member – Non-medical Community Member – Retired Physician
Hospital / Clinical Representative(s)	Risa Wildeman Jana Turcotte		Naples Community Hospital (NCH) Lee Health

	Amanda Tezyk Arlyn Fernandez Paul Farmer Angela Katz		Lee Health Physicians Regional Physicians Regional Executive Director, LARC
Other			
Faculty <i>ex officio, non-voting member,</i>	Mike Knoop Tracy House Megan Davis Christine Clemens Leticia Guevara Gio Zamora Jordan Green Ben Rohde		EMS Support Specialist, Florida SouthWestern State College EMS Support Specialist, Florida SouthWestern State College Program Manager, Florida SouthWestern State College Program Coordinator, Florida SouthWestern State College Program Coordinator, Florida SouthWestern State College Program Coordinator, Florida SouthWestern State College Program Coordinator, Florida SouthWestern State College Program Coordinator, Florida SouthWestern State College
Sponsor (FSW) Administration, <i>ex officio, non-voting member</i>	Dr. Tami Such Tommy Mann Cassie Billian		Dean, School of Health Professions, FSW Senior Director, Health Professions Administration, FSW Director, Emergency Services, FSW
Current Student	Matt Abban		Paramedic Student FSW
Graduate	Bobby Crews Alexzandria Fornal		2022 FSW Paramedic Graduate 2023 FSW Paramedic Graduate
Program Manager <i>ex officio, non-voting member</i>	Megan Davis		Program Manager, EMS, FSW
Medical Director <i>ex officio, non-voting member</i>	Dr. Ben Abo		

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
1.	Call to Order				Brown	
2.	Program Goals & Learning Objectives [CAAHEP Standard II.C. Minimum Expectation] <input checked="" type="checkbox"/> Endorse the language <i>verbatim</i> for the Minimum Expectation "To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills),		Welcome - Reaccreditation CAAHEP Award Letter. ✓ 1 st order is to approve/endorse the CAAHEP Language for Minimum Expectation. ✓ Attendees to complete Program Resource Survey (RAM) ✓		Brown	

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	and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels." <input type="checkbox"/>					
3.	Review and endorse the program's required minimum numbers of patient/skill contacts for each of the required patients and conditions [CAAHEP Standard III.C.2. Curriculum] <input checked="" type="checkbox"/> Appendix G: Student Minimum Competency Matrix (effective August 1, 2022)		Discuss/Endorse/Approve the updates to CoAEMSP Student Minimum Competency Matrix as recommended by site visitors during site visit. Minimum patient/skill contacts Table #4 to be used with current 23-24 cohort(s) as required by CoAEMSP. Review 22-23 cohort outcomes and progress.		Davis	
4.	Annual Report and Outcomes [CAAHEP Standard IV.B. Outcomes] <input type="checkbox"/> Graduate Surveys <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Resources Assessment Matrix <input type="checkbox"/> Thresholds/Outcomes		Graduate/Employer Surveys 82% Outcomes		Billian	
5.	Other Assessment Results [CAAHEP Standard III.D. Resource Assessment] <input checked="" type="checkbox"/> Long-Range Planning <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Other		Final Competency of Paramedic – Comprehensive FISDAP Final Results (2021- 22 and 2022-23 cohorts) 100% 1 st time		Billian	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
6.	<p>Discuss challenges to the effectiveness of clinical and capstone field internship <i>This may include the impediments to attaining or retaining affiliates</i></p>		<p>Student Opinion Survey data from EMS 2661 and EMS 2646</p> <ul style="list-style-type: none"> • 100% of the students stated the course helped me improve their understanding of the content. • Review qualitative data • Communication of what to expect. Changed start time from 7am to 8am after nurse shift change. 		Davis	
7.	<p>Program Changes (possible changes)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Course changes <input checked="" type="checkbox"/> Preceptor changes <input checked="" type="checkbox"/> Clinical and field • Curriculum <ul style="list-style-type: none"> ○ Content ○ Sequencing 		<p>Curriculum Sequencing Changes – realignment of credits/ hours</p> <ul style="list-style-type: none"> • Removal of EMS 2522 (Pharmacology) as a standalone class. • Addition of EMS 2677L (4th semester lab) • Increase in hours for EMS 2600 to allow introduction to respiratory topics and intro to pharm. 45 hours to 75 hours. • Reduction in EMS 2646 (Clinical) hours from 136 to 90 • Increase in EMS 2648 (Field) hours from 72 to 90 • Reduction in EMS 2602L (3rd semester) – summer lab hours from 120 to 90 – additional hours used in EMS 2677L <p>Schedule planning for Fall 2024 – shift friendly or continue with T/TH? * How hard is it to move your employees shifts for them to attend school. Any challenges?</p>		Billian/Davis	
8.	<p>Substantive Change (possible changes) [CAAHEP Standard V.E. Substantive Change]</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Program Status <input checked="" type="checkbox"/> Sponsorship 		<p>Program Status – Discussed with outcomes:</p> <p>2021-2022 NRP testing scores</p> <p>17 grads -16 Attempt, 11/16 pass on the 1st, (2) 4th attempt, and (1) 5th attempt. 2 Fails and 1 yet to test. First 3 passes are currently 68.8% whereas, overall pass is 82.3%</p>		Billian	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Sponsor Administrator Personnel <input type="checkbox"/> Program Personnel <input type="checkbox"/> Addition of Distance Education <input type="checkbox"/> Addition of Satellite Program 		<p>22-23 NRP testing scores (12/2023 Grads) ✓ 33 grads – 27 attempted - 18 pass on 1st, 4 on 2nd</p> <p>Welcome changes/new in Program Personnel:</p> <ul style="list-style-type: none"> • Satellite • FT Program Coordinator Letty Guevara • PT Program Coordinator Jordan Green • PT Program Coordinator Gio Zamora • PT Program Coordinator – NCFR Ben Rohde <p>Please help us to identify Clinical Associates that are interested in teaching in lab in Naples.</p>		Davis	
9.	Other Identified Strengths		<ul style="list-style-type: none"> • Fully staffed as of January 2024 • Continue to implement test prep. • Resources available to students – BucsCare, tutoring. 		Davis	
10.	Other Identified Opportunities		<p>Our School is in the planning stages of developing a bachelors degree that would be focused on Healthcare/health services Management with specific concentrations related to each discipline. What did you find most beneficial from your bachelor’s degree as it relates to leadership? What do you wish you would have learned but did not? Any suggestions to better prepare the leaders of EMS and Fire Service? ✓</p>		Billian/ Brown	
11.	Other Identified Threats ✓		<p>Equipment – Stretchers needed – more advance manikins ✓</p>		Brown	
12.	Other Identified Weaknesses ✓		<p>Attrition during first semester as a result of students getting hired and not being able to continue their education. ✓</p> <p>Suggestions/ Feedback? ✓</p>		Davis	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
13.	Action Plan for Improvement					
14.	Other Business		We are actively looking for ways to support and partner with our community partners. If you have any needs or ideas for additional collaboration please let Megan or Cassie know.		Davis	
15.	Next Meeting(s)		Beginning of 2025		Brown	
16.	Adjourn				Brown	

Minutes prepared by _____

Date _____

Minutes approved by _____

Date _____



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Advisory Committee Meeting Minutes

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Physician(s) <i>may be fulfilled by Medical Director</i>	Dr. Benjamin Abo, DO Paramedic		FSW – Medical Director
Employer(s) of Graduates Representative	Roy Brown Rich Billian Adrian Corujo Thomas Ouillette Brandon Morris	X X X	Lieutenant, Bonita Springs FD, and Committee Chair EMS Training Captain, Lehigh Acres Fire Rescue Deputy Chief, Lee County EMS Captain, Collier County EMS EMS Battalion Chief, Cape Coral FD
Key Governmental Official(s)	Dan Summers	X	Director, Emergency Management Services, Collier
Police and Fire Services	Joe Sanderson Juan Salinas Dan Sieber Amy Stafford Branden Betancourt Ben Rhode Jorge Aguilera	X X X X X X	Firefighter Paramedic, Bonita Springs FD City of Ft. Myers FD EMS Division Chief, San Carlos Park FD Operations Chief of Fire/EMS, Hendry County Lieutenant Training Division, Charlotte County Lieutenant, North Collier Fire Rescue Deputy Chief, North Collier Fire Rescue
Public Member(s)	Belinda Snyder Dennis Keesal	X X	Community Member Community Member
Hospital / Clinical Representative(s)	Amanda Tezyk Angela Katz Risa Wildeman Jana Turcotte	X X	Lee Health, Gulf Coast LARC Naples Community Hospital Lee Health

	Arlyn Fernandez Kristen Metz		Physicians Regional Physicians Regional
Other			
Faculty <i>ex officio, non-voting member,</i>	Mike Knoop Tracy House Megan Davis Christine Clemens Leticia Guavera Gio Zamora Jordan Green	X X X X X X	FSW
Sponsor (FSW) Administration, <i>ex officio, non-voting member</i>	Tami Such, Dean SHP Tommy Mann, Senior Director SHP Cassie Billian, Director EMS	X X X	FSW
Current Student	Matt Abban	X	2023-24 Paramedic Student FSW Lee Campus
Graduate	Bobby Crews Alexzandria Fornal	X X	2022 Paramedic Graduate 2023 Paramedic Graduate
Program Manager <i>ex officio, non-voting member</i>	Megan Davis	X	
Medical Director <i>ex officio, non-voting member</i>	Dr. Ben Abo	X	

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1.	Call to Order				Brown	
2.	Program Goals & Learning Objectives [CAAHEP Standard II.C. Minimum Expectation] <input type="checkbox"/> Endorse the language <i>verbatim</i> for the Minimum Expectation “To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or		Brown: Informed members of continuing accreditation letter and positive feedback received by site visitors during site visit. Endorse the language verbatim for the Minimum Expectation Brown: “Approve and endorse the minimum expectations. The language verbatim for the minimum program expectation is To prepare competent entry-level Paramedics in the cognitive (knowledge),		Brown/ Billian	

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	<p>Emergency Medical Technician, and/or Emergency Medical Responder levels.”</p> <p><input type="checkbox"/></p>		<p>psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.”</p> <p>Committee members: Approved - Motion: Approved and Endorsed with 100% I’s Program Resource Survey (RAM)</p> <p>Billian: Requested that all advisory board committee members complete the Program Resource Survey – link provided to members via email.</p>			
3.	<p>Review and endorse the program’s required minimum numbers of patient/skill contacts for each of the required patients and conditions [CAAHEP Standard III.C.2. Curriculum]</p> <p><input type="checkbox"/> Appendix G: Student Minimum Competency Matrix (effective August 1, 2022)</p>		<p>Discuss/Endorse/Approve the updates to CoAEMSP Student Minimum Competency Matrix. Minimum patient/skill contacts to be used with the current 24-25 cohort as required by CoAEMSP.</p> <p>Davis: Provided feedback during the site visit in regards to increasing minimum team leads to 10 during summer EMS 2648 and 40 during capstone EMS 2661.</p> <p>Committee members: Approved - Motion: Approved and Endorsed with 100% I’s</p> <p>Informed committee that we will have data from previous cohorts to review SMC minimums during the 2025 meeting.</p>		Davis	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
4.	<p>Annual Report and Outcomes [CAAHEP Standard IV.B. Outcomes]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graduate Surveys <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Resources Assessment Matrix <input type="checkbox"/> Thresholds/Outcomes 		<p>Billian: Reviewed 2021-22 Graduate and employer survey responses/feedback.</p> <p>Graduate Responses: 14 surveys sent out (2 fails, 1 hasn't tested) – 8 received. All but 1 successful/competent no prompting – 1 marginal: inconsistent, not yet competent in the area of Cardiology and Leadership</p> <p>Comments: I am very satisfied with the education received at FSW. In my time there I was able to see all the effort and changes that the program has made to address areas of improvement and years of neglect; In my opinion, the FSW Paramedic Program has a great future ahead of it.</p> <p>Employer Responses: 17 graduates - 10 Employer Surveys sent out, 7 received - All Successful/Competent no prompting 3 employers unknown – Tampa General, Gulf Coast, Cape, Collier EMS missing</p> <p>Comments: The student was able to join our agency and credential in an acceptable timeframe. Her education and ride time experiences allowed her to be successful in our process and her time as a paramedic.</p>		Davis/Billian	

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			<p>Student has been a very good trainee of mine. There is no doubt he will be huge asset to our agency as a practicing paramedic. He also demonstrates a proficiency that some over our past paramedics from other schools have not shown.</p> <p>Overall, I am satisfied with the training program except as mentioned above. More familiarity with the mechanics of medication preparation and administration would be beneficial for your students. The aspect of self-confidence and leadership is mostly individual in nature but can be bolstered in the training environment through hands on experience either in the clinical setting or the laboratory/ practice arena.</p> <p>FF/Paramedic XXX brings a strong knowledge and understanding of paramedicine to my crew. He is very thorough when conducting patient assessments and confident with his treatments. I have had the pleasure of working alongside FF/Paramedic crews for several years including the time when he was in paramedic school. I know that I can trust him as a paramedic and he continues to impress me with his excellent bed side manner and his overall treatment of patients.</p> <p>Firefighter-Paramedic XXXX has shown an exceptional level of preparedness and proficiency during the process to become a Florida State Certified Paramedic. He continually reviews his skills and tests his knowledge of protocols, medications etc. daily. During emergency medical calls Sean is attentive to both the medical and emotional needs of his patients.</p>			

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			<p>He is always willing to take a leadership role and is an example to the other emergency responders around him. This program has prepared Fire-Fighter-Paramedic XXX to be an excellent emergency health care provider and all-around patient advocate.</p> <p>North Collier Fire is pleased with XXX knowledge as a Paramedic, he understands his role and completes appropriate tasks as a Paramedic.</p> <p>Suggestions for improvement: Medication Administration/pharmacology, self-confidence, leadership</p> <p>Reviewed Annual Report and Outcomes</p> <p>Data is provided in a handout and explained/discussed.</p> <p>Continue to implement test prep with positive feedback from students.</p>			
5.	<p>Other Assessment Results [CAAHEP Standard III.D. Resource Assessment]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-Range Planning <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Program <input type="checkbox"/> Other 		<p>Final Competency of Paramedic – Comprehensive FISDAP Final Results (2020-21 and 2021- 22 cohorts)</p> <p>2021-22 cohort – 17 students 100% Pass Rate First Attempt</p>		Billian	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			2020-21 cohort – 16 students 94% Pass Rate First Attempt 100% Pass Rate Second Attempt Reviewed Long Range Planning			
6.	Discuss challenges to the effectiveness of clinical and capstone field internship <i>This may include the impediments to attaining or retaining affiliates</i>		Student Opinion Survey data from EMS 2661 <ul style="list-style-type: none"> • 100% of the students stated the course helped me improve their understanding of the content. 		Billian	
7.	Program Changes (possible changes) <ul style="list-style-type: none"> <input type="checkbox"/> Course changes <input type="checkbox"/> Preceptor changes <input type="checkbox"/> Clinical and field • Curriculum <ul style="list-style-type: none"> ○ Content ○ Sequencing 		Curriculum Changes – realignment of credits/ hours <ul style="list-style-type: none"> • Removal of EMS 2522 (Pharmacology) as a standalone class. • Addition of EMS 2677L (4th semester lab) • Increase in hours for EMS 2600 to allow introduction to respiratory topics and intro to pharm. 45 hours to 75 hours. • Reduction in EMS 2646 (Clinical) hours from 136 to 90 • Increase in EMS 2648 (Field) hours from 72 to 90 • Reduction in EMS 2602L (3rd semester) – summer lab hours from 120 to 90 – additional hours used in EMS 2677L Schedule planning for Fall 2024 Significant discussion around shift-friendly classes.		Brown	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			<p>Rich Billian: Being shift-friendly would mean shifting people around because there is not enough manning to do education while on duty.</p> <p>Brown: Reviewed his history with a previous shift-friendly class and how Saturdays were a significant challenge for the CA's.</p> <p>Abo: Echoed the hardships this schedule would have on FSW, crews, and Ca's.</p> <p>Crews: Stated San Carlos FD would like a shift-friendly class however, as a previous student of a shift-friendly class it meant seeing the same faces and taking away from the "real world experience"</p> <p>Gio: CA's on various shifts that love teaching medic students were lost because of the chosen shift.</p> <p>Suggestions were made by the group to encourage volunteers to assist as patients – consider previous students</p> <p>Alexzandria: Student volunteers would be helpful to remove the ability to goof off and give different experience than having fellow student or CA as pt.</p> <p>Abo: Gave examples of how many individuals from various departments may be interested in joining the next cohort. Bonita 2-3, City of Naples 2, Sanibel 2, 2-3 Pine Island.</p>	<p>Create sign-up option for volunteers to be patients.</p>		

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			<p>Corujo: Discussed their approach of front-loading digital work to allow more focused time on practical work. Stated that their employees are expressing wanting a work/life balance. Mentioned the apprenticeship program that is going well with current FSW students and their agency.</p> <p>Betancourt: Mentioned having about 86 employees that would like to pursue Paramedic. He mentioned having the ability to move them around with a shift-friendly class.</p> <p>Rich Billian: Consider the number of applicants that are on shift versus those that are not.</p> <p>Unfortunately, we do not know until applicants begin applying and we must have our schedule in place almost 6-9 months prior.</p> <p>Fornal: Explained her experience of class being on a T/Th schedule. Noted T/Th schedule gave students on shift schedule the opportunity to balance work and education. Although sometimes they found it difficult to have their shift covered.</p> <p>Abo: Discussion occurred around the importance of sleep hygiene and shift workers. Would departments be willing to work with the students/employees to adjust their shifts to accommodate school and avoid class after coming off shift?</p>			

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			<p>Suggestions were made about incorporating blended learning.</p>			
8.	<p>Substantive Change (<i>possible changes</i>) [CAAHEP Standard V.E. Substantive Change] <input type="checkbox"/> Program Status <input type="checkbox"/> Sponsorship <input type="checkbox"/> Sponsor Administrator Personnel <input type="checkbox"/> Program Personnel <input type="checkbox"/> Addition of Distance Education <input type="checkbox"/> Addition of Satellite Program</p>		<p>Program Status 2019-2023 NRP testing scores 36 Attempt, 64% 1st, 81% within 3 attempts</p> <p>2017-2018 NRP testing score 38 attempts 63% pass 1st, 71% 2nd</p> <p>Welcome changes/new in Program Personnel:</p> <ul style="list-style-type: none"> • FT Program Coordinator Letty Guevara • PT Program Coordinator Jordan Green • PT Program Coordinator Gio Zamora • PT Program Coordinator – NCFR Ben Rohde <p>Please help us to identify Clinical Associates who are interested in teaching in the lab in Naples.</p>		Billian	
9.	<p>Other Identified Strengths</p>		<ul style="list-style-type: none"> • Fully staffed as of January 2024 • Continue to implement test prep at no cost to the students. • Resources available to students – BucsCare, Tutoring, Financial Aid. 			
10.	<p>Other Identified Opportunities</p>		<p>Chris: Consider using VR in lecture and labs to complete a more realistic patient assessment.</p> <p>Using volunteers of all ages/ backgrounds to solicit more experience with various age groups</p>			

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			<p>Amanda suggested recruiting volunteers from the cadet programs or high school medical academies.</p> <p>Billian: Our school is in the beginning stages of developing a bachelor's degree that would be focused on healthcare/ health services management with specific concentrations related to each discipline. What did you find most beneficial from our bachelor's degree program as it relates to leadership? What do you wish you would have learned but did not? Any suggestions to better prepare future leaders in EMS or the Fire service?</p> <p>Gio: Suggested writing-intensive courses, grant writing, conflict resolution, problem-solving, or preparation for working in the academic setting.</p> <p>Abo: Suggested a course that discusses legal issues related to EMS/ fire, introduction to research, preparation of teaching modalities, simulation, general business strategies (accounting), or fire officer development.</p> <p>Corujo: Suggested leadership skills, and conflict resolution. Brown: Ethics or legal-related class.</p> <p>Abban: Discussed opportunities to increase their ability to study in the lab or another location.</p>			
11.	Other Identified Threats		<p>Discussed the need to secure funding for updated Lab equipment – stretchers and manikins that allow students to treat manikins similar to a real person. Extensive discussion was had around various types of manikins.</p> <p>Abo reminded the group that we have a great setup in the simulation center.</p>		Brown	

	Agenda Item	Acted	Discussion	Action Required	Lead	Goal Date
			<p>Gio discussed his experience at a recent moulage conference and suggested sending individuals to make scenario planning more realistic and budget-friendly.</p>			
12.	Other Identified Weaknesses		<p>Attrition during the first semester as a result of students getting hired and not being able to continue their education – suggestions/feedback?</p> <p>Crews: Explained that when students get hired for a department new hire orientation is M-F.</p> <p>We need to find better ways to partner with local agencies to meet the needs of their schedules and allow students to continue to attend school.</p> <p>Brown: CA pay raise has not occurred in quite some time. CA’s do not qualify for annual raises which may impact recruitment and retention of CA’s.</p> <p>Billian/Davis: Asked for feedback on any other identified weaknesses or threats. (no responses provided)</p>			
13.	Action Plan for Improvement					
14.	Other Business		<p>We are actively looking for ways to support and partner with our community partners. If you have any needs or ideas for additional collaboration please let Megan or Cassie know.</p>		Billian	
15.	Next Meeting(s)		February 2025		Brown	
16.	Adjourn		10:26am meeting concluded		Brown	

Florida SouthWestern State College
 EMS Advisory Committee Meeting
 February 7th @ 9:00am
 Bldg B Room 115

Name (Please Print)	Email Address	Organization
Tracy House		FSW
Ben Abo		FSW - Medical Director
Leticia Guevara		FSW
Alexandria Fornal		Previous Student
Giovanni Zamora		FSW / Employer
Christine Clemens		FSW
Amanda Tezyk		Lee Health
Dennis Keesal	previous doctor / community member	Lee Health - Gene Ed
Rick Billian		LA F (RIC) - employer
Bobby Crews		BSFD previous grad
MICHAEL KNOOP		FSW
Joe Sandersen		BSFD - FIRE
Roy Brown		Chair Employer
Matt Abban		Current Student
Megan Davis		FSW - paramedic

EMS program
 Manager.

Medical Director

Chief of Staff

Chief of Surgery

Chief of Medicine

Chief of Pediatrics

Chief of Obstetrics & Gynecology

Chief of Orthopedics

Chief of Radiology

Chief of Pathology

Chief of Laboratory

Chief of Pharmacy

Chief of Inpatient Services

Chief of Outpatient Services

Chief of Ambulatory Care

Chief of Quality Improvement

Chief of Patient Safety

Chief of Information Systems

Chief of Compliance

Chief of Risk Management

Chief of Legal Affairs

Chief of Human Resources

Chief of Finance

Medical Director

F200 - Surgical Director

General Surgeon

Chief of Surgery

Chief of Medicine

Chief of Pediatrics

Chief of Obstetrics & Gynecology

Chief of Orthopedics

Chief of Radiology

Chief of Pathology

Chief of Laboratory

Chief of Pharmacy

Chief of Inpatient Services

Chief of Outpatient Services

Chief of Ambulatory Care

F200 - Medical Director

Chief of Quality Improvement

Chief of Patient Safety

Chief of Information Systems

Chief of Compliance

Chief of Risk Management

Chief of Legal Affairs

Chief of Human Resources

Chief of Finance

Name (Please Print)	Email Address	Organization
Cassie Billian		FSW - Admin
	ZOOM:	
Adrian Corujo		Lee county EMS
Jorge Aquilera		NCFR - Employer
Dan Summers		gout. rep
Dan Sieber		San carlos - Fire
Amy Stafford		Hendry co EMS
Brendan Betancourt		Charlotte Co -
Belinda Snyder		Community Member
Angela Katz		LARA
Ben Rhode		NCFR / FSW
Dr. Tami Such		FSW - Admin
Tommy Mann		FSW - Admin

Yosua Widi
Dr. Janu 2003

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Ben Kromo

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Yudela Kats

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August 21, 2023

The Findings Letter is based on the 2015 CAAHEP Standards and Guidelines

Megan Davis, BAS, PMD, Interim Program Director
Paramedic Program
Florida SouthWestern State College
8099 College Parkway SW
PO Box 60210
Fort Myers FL 33919

Program Number: 600034

Dear Megan:

The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) would like to thank the Paramedic Program sponsored by Florida SouthWestern State College, Fort Myers, Fla., for hosting the site visit August 10-11, 2023, with Paul Berlin and Gregg Lander as part of a comprehensive review in the **CONTINUING** accreditation process. This letter is a compilation of the site visit findings and a review of the documentation submitted before the site visit. It may have additions, deletions, or modifications from the Site Visit Report.

Please review this letter carefully and complete the following by the due date listed:

1. Confirm Factual Accuracy by September 4, 2023

Complete the *Confirmation of Factual Accuracy* form and submit it by email to jennifer@coaemsp.org.

The CoAEMSP will evaluate the Program's response during its **November 2-3, 2023**, meeting. At that time, CoAEMSP will consider the entire accreditation record compiled during this comprehensive review to assess the Program's compliance with the CAAHEP *Standards*. In its deliberation of the accreditation record, the Board may add, delete, or modify what is presented in the Findings Letter. **CoAEMSP will formulate an accreditation recommendation to the Commission on Accreditation of Allied Health Education Programs (CAAHEP).** CoAEMSP bases its recommendation to CAAHEP on the accreditation record of the Program compiled during this review, which includes the: Self-Study Report, supplemental information submitted for the Self-Study Report, site visit report, findings letter, Program's verification of factual accuracy, and the Program's response to the findings letter. After CAAHEP acts on the recommendation, **CAAHEP will send the Program a letter containing its action taken**, Standards citations, if any, and the due date for a Progress Report to CoAEMSP, if applicable.

The Program exhibits strengths in the following areas:

- The medical director, Dr. Abo, is very engaged with, interested in, and supportive of the program. He is also EMS oriented and knowledgeable making him a great advocate for the program and students
- The Advisory Committee is very supportive of the program with excellent representation of your communities of interest. Additionally, the public member is very supportive and engaged.
- The program director, Megan Davis, is a very knowledgeable and involved; she understands the importance and need of providing an excellent program that can train Paramedic students to a high level. She understands what that takes and is working to be able to accomplish it.

- **The nursing program has an amazing simulation training area that provides the students an opportunity to practice very realistic scenarios for enhanced learning.**

The following points are potential standards violations. You may submit new information documenting corrective actions taken by the Program following the site visit:

- *No potential violations were identified.*

The following points are comments provided by the site visitors. They do not currently reflect violations of the CAAHEP Standards:

- Program staffing: with soon to begin three Paramedic cohorts and two large EMT classes, the EMS Program staffing appears stretched. To maintain this workload level and to continue to have successful outcomes, consider increased instructional staff and/or staggering the startup time of cohorts.
- The program's students are getting large numbers of opportunities to perform skills and have access to numerous patients of varying ages and chief complaints. The minimum numbers that the program is currently requiring in these categories do not reflect the numbers that are available and can easily be raised and approved by the Medical Director and endorsed by the Advisory Committee.
- Consider attending accreditation-focused educational opportunities, including complimentary live and recorded webinars from CoAEMSP, ACCREDITCON, and other accreditation-related events.

Thank you for participating in the accreditation process and the Program's commitment to continuous quality improvement in education. If you have questions or comments, please contact CoAEMSP.

Sincerely,



George W. Hatch, Jr, EdD, LP, EMT-P
Executive Director

Encl.: Site Visit Report
Confirmation of Factual Accuracy template

cc: Tami Such, PhD, RNC-OB, Dean
Jeffery Allbritten, DA, President
Paul Berlin, MS, NRP, CoAEMSP Site Visit Team Captain
Gregg Lander, BS, NRP, CoAEMSP Site Visit Team Member



August 21, 2023

The Findings Letter is based on the 2015 CAAHEP Standards and Guidelines

Megan Davis, BAS, PMD, Interim Program Director
Paramedic Program
Florida SouthWestern State College
8099 College Parkway SW
PO Box 60210
Fort Myers FL 33919

Program Number: 600034

Dear Megan:

The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) would like to thank the Paramedic Program sponsored by Florida SouthWestern State College, Fort Myers, Fla., for hosting the site visit August 10-11, 2023, with Paul Berlin and Gregg Lander as part of a comprehensive review in the **CONTINUING** accreditation process. This letter is a compilation of the site visit findings and a review of the documentation submitted before the site visit. It may have additions, deletions, or modifications from the Site Visit Report.

Please review this letter carefully and complete the following by the due date listed:

1. Confirm Factual Accuracy by September 4, 2023

Complete the *Confirmation of Factual Accuracy* form and submit it by email to jennifer@coaemsp.org.

The CoAEMSP will evaluate the Program's response during its **November 2-3, 2023**, meeting. At that time, CoAEMSP will consider the entire accreditation record compiled during this comprehensive review to assess the Program's compliance with the CAAHEP Standards. In its deliberation of the accreditation record, the Board may add, delete, or modify what is presented in the Findings Letter. **CoAEMSP will formulate an accreditation recommendation to the Commission on Accreditation of Allied Health Education Programs (CAAHEP).** CoAEMSP bases its recommendation to CAAHEP on the accreditation record of the Program compiled during this review, which includes the: Self-Study Report, supplemental information submitted for the Self-Study Report, site visit report, findings letter, Program's verification of factual accuracy, and the Program's response to the findings letter. After CAAHEP acts on the recommendation, **CAAHEP will send the Program a letter containing its action taken**, Standards citations, if any, and the due date for a Progress Report to CoAEMSP, if applicable.

The Program exhibits strengths in the following areas:

- The medical director, Dr. Abo, is very engaged with, interested in, and supportive of the program. He is also EMS oriented and knowledgeable making him a great advocate for the program and students
- The Advisory Committee is very supportive of the program with excellent representation of your communities of interest. Additionally, the public member is very supportive and engaged.
- The program director, Megan Davis, is a very knowledgeable and involved; she understands the importance and need of providing an excellent program that can train Paramedic students to a high level. She understands what that takes and is working to be able to accomplish it.

- The nursing program has an amazing simulation training area that provides the students an opportunity to practice very realistic scenarios for enhanced learning.

The following points are potential standards violations. You may submit new information documenting corrective actions taken by the Program following the site visit:

- *No potential violations were identified.*

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- Program staffing: with soon to begin three Paramedic cohorts and two large EMT classes, the EMS Program staffing appears stretched. To maintain this workload level and to continue to have successful outcomes, consider increased instructional staff and/or staggering the startup time of cohorts.
- The program's students are getting large numbers of opportunities to perform skills and have access to numerous patients of varying ages and chief complaints. The minimum numbers that the program is currently requiring in these categories do not reflect the numbers that are available and can easily be raised and approved by the Medical Director and endorsed by the Advisory Committee.
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Sincerely,



George W. Hatch, Jr, EdD, LP, EMT-P
Executive Director

Encl.: Site Visit Report
Confirmation of Factual Accuracy template

cc: Tami Such, PhD, RNC-OB, Dean
Jeffery Allbritten, DA, President
Paul Berlin, MS, NRP, CoAEMSP Site Visit Team Captain
Gregg Lander, BS, NRP, CoAEMSP Site Visit Team Member

Student Minimum Competency

Table 4 Field Experience / Capstone Field Internship

Proposed February 2024

Report Name:	CoAEMSP Student Minimum Competency (SMC) Recommendations		
Goal Set:	New SMC Template		
Student:	Davis Student Demo		
Date Range:	All Dates		
Capstone Date:	08/01/2024		
Created By:	Davis, Megan on 02/05/2024 at 14:57		
Field Experience		Capstone Field Internship	
Conducts competent assessment and management of prehospital patients with assistance while TEAM LEADER or TEAM MEMBER		Successfully manages the scene, performs patient assessment(s), directs medical care and transport as TEAM LEADER with minimal to no assistance	
CoA Recommended/Program Minimum	Actual Values	CoA Recommended/Program Minimum	Actual Values
10	0	40	0
P3	72hrs	P4	360hrs

Original SMC numbers

Student Minimum Competency Table 4 Field Experience / Capstone Field Internship

Report Name:	CoAEMSP Student Minimum Competency (SMC) Recommendations		
Goal Set:	New SMC Template		
Student:	Davis Student Demo		
Date Range:	All Dates		
Capstone Date:	08/01/2024		
Created By:	Davis, Megan on 02/05/2024 at 15:44		
Field Experience		Capstone Field Internship	
Conducts competent assessment and management of prehospital patients with assistance while TEAM LEADER or TEAM MEMBER		Successfully manages the scene, performs patient assessment(s), directs medical care and transport as TEAM LEADER with minimal to no assistance	
CoA Recommended/Program Minimum	Actual Values	CoA Recommended/Program Minimum	Actual Values
30	0	20	0

2021-22 Graduate and Employer Survey Summary

Graduate Responses:

14 surveys sent out (2 fails, 1 hasn't tested) – 8 received.

All but 1 successful/competent no prompting – 1 marginal: inconsistent, not yet competent in the area of Cardiology and Leadership

Comments:

I am very satisfied with the education received at FSW. In my time there I was able to see all the effort and changes that the program has made to address areas of improvement and years of neglect; In my opinion the FSW Paramedic Program has a great future ahead of it.

Employer Responses:

17 graduates - 10 Employer Surveys sent out, 7 received - All Successful/Competent no prompting
3 employers unknown – Tampa General, Gulf Coast, Cape, Collier EMS missing

Comments:

Student was able to join our agency and credential in an acceptable timeframe. Her education and ride time experiences allowed her to be successful in our process and her time as a paramedic.

Student has been a very good trainee of mine. There is no doubt he will be huge asset to our agency as a practicing paramedic. He also demonstrates a proficiency that some over our past paramedics from other schools have not shown.

Overall, I am satisfied with the training program except as mentioned above. More familiarity with the mechanics of medication preparation and administration would be beneficial for your students. The aspect of self-confidence and leadership is mostly individual in nature but can be bolstered in the training environment through hands on experience either in the clinical setting or the laboratory/ practice arena.

FF/Paramedic XXX brings a strong knowledge and understanding of paramedicine to my crew. He is very thorough when conducting patient assessments and confident with his treatments. I have had the pleasure of working alongside FF/Paramedic crews for several years including the time when he was in paramedic school. I know that I can trust him as a paramedic and he continues to impress me with his excellent bedside manner and his overall treatment of patients.

Firefighter-Paramedic XXXX has shown an exceptional level of preparedness and proficiency during the process to become a Florida State Certified Paramedic. He continually reviews his skills and tests his knowledge of protocols, medications etc. daily. During emergency medical calls Sean is attentive to both the medical and emotional needs of his patients. He is always willing to take a leadership roll and is an example to the other emergency responders around him. This program has prepared Fire-Fighter-Paramedic XXX to be an excellent emergency health care provider and all-around patient advocate.

North Collier Fire is pleased with Gary's knowledge as a Paramedic, he understands his role and completes appropriate tasks as a Paramedic.

Suggestions for improvement:

Medication Administration/pharmacology, self-confidence, leadership



**Annual Long-Range Planning Guide
2023**

Long-range planning is necessary to ensure program success and longevity. Programs use a variety of assessment and reporting tools. An important part of long-range planning is collating the information collected and developing actions as needed. This guide provides a framework for review, discussion, and implementation.

Tool	Collated Results	Top 3 Positives	Top 3 Concerns/Issues	Recommendations, Strategies
Annual Report outcomes	<p>The 2021 Annual Report noted that we met all of the thresholds. We continue to have a low return rate on both graduate and employer surveys. The 2021 Annual Report included two graduating cohorts. Each cohort had 5 students that were not able to progress due to grades. Cohort #1, had a total attrition of 7, whereas, Cohort #2 had a total attrition of 6 students. Our pass rate was 82.9% and the Job placement was 94.3% . Graduate and Employer survey responses were low.</p>	<p>Changes made to the process: You cannot take the Licensure exam anymore without a LOR or fully accredited program.</p> <p>Paramedic application process improved to incorporate hands on skills testing, writing sample, and interview. Previous entrance test was removed and program implemented a more holistic approach to the selection process.</p> <p>Students are required to purchase and utilize Limmer app products which prepares students for National Registry testing.</p> <p>Program schedules and encourages students to attend test prep 2-day class towards the final semester of the program.</p>	<p>Increasing applicant pool and encouraging retention of numbers through interview process.</p> <p>Clinical time: Increase in students throughout all Health programs and multiple schools. Concern low clinical time approvals may be coming.</p> <p>Ride time: Call volume throughout certain department/areas, may need to revisit hour requirements for students.</p>	<p>Enrollment – continue to attend local events and share programmatic information. Social Media content.</p> <p>Retention within our own EMT programs to promote our paramedic program and increase numbers.</p> <p>Over the next few years, incorporation more life-like rooms etc. in the lab for more realistic simulation scenarios with remodeling and/or additions.</p> <p>Connect with local departments/agencies to determine how we can serve them. Training events and other collaborative efforts.</p>

Resource Assessment Matrix (RAM)	RAM data collected in 2023 did not note any shortcomings. The program is currently looking for budget opportunities to increase faculty/staff ability to attend local, national, or regional conferences. All personnel are encouraged to partake in college professional development opportunities.	<p>Program provides a variety of clinical experiences for the students.</p> <p>Learning resources provided enhance students learning.</p> <p>Instruction and supervision provided by program meets the students needs.</p>	RAM data collected did not reflect any concerns however, program would like to increase faculty/staff professional development opportunities.	Department is proposing to the Dean to allocate funding for conference attendance to occur on a rotational basis of 1 individual per year.
Instructor presentation evaluations	<p>Student Opinion Surveys noted professor responsiveness, enjoyment of activities, and enjoyment of population types they have encountered in the field.</p> <p>Students have reflected concerns about disorganization of class materials and struggled a bit with online learning following Hurricane Ian.</p>	<p>2600 all remarks above well or above, invest a lot of time outside the classroom, the positivity of the instructor and willingness to help us succeed, and challenging but thought-provoking material.</p> <p>2655 Gave both positive and constructive criticism feedback.</p> <p>Overall excellent feedback from students over all, instructors are prepared for class, availability outside of class for help.</p>	<p>Lecture- Remarks were given in wanting consistence pharmacology information between the pharmacology book and textbook.</p> <p>Making sure course objective for the lessons are outlines before class begins to assure all class time is being used to the fullest potential.</p>	<p>Strategy for medications: 2023-24 group will only use the Nancy Caroline textbook, which contains a pharmacology chapter. We will re-evaluate the one book method for following cohorts.</p> <p>Incorporating physical touch of medications/vials during learning on medications for a full circle type of learning experience.</p>
High-Stakes Exam Analysis	Fisdap Exam Analysis: Exam questions reviewed with program director and medical director for accuracy and misinformation based on questions students scored lowest on as a whole on the group learning prescription. Analysis results sent to Fisdap with findings and recommendations.			Recommendation: For each cohort, evaluate each cohort lowest scored Fisdap test as a group. Item analysis for this exam to check for current accuracy or areas to focus on more as a program.
Clinical evaluations from students and faculty	The results from 2021-22 group reflect many positives, strong patient assessment	2021-2022 cohort Displayed professional behavior, delivered high standard of care, anticipated	2021-2022 cohort did not have many comments other than "Great job" and "great patient rapport".	Implementation of an IV's performed and IV's placed successfully and "high encouraged" comments section into the clinical

	<p>across all 3 years, and professional attitude.</p> <p>Preceptor feedback in comments section on the clinical forms seems to be lacking in the last 2 years but we saw an increase in feedback for the 2021-22 cohort.</p>	<p>and advocated patient's needs.</p> <p>2020-21 cohort Good iv and critical thinking skills. Good treatment plans, Great patient assessments.</p>	<p>2020-2021 cohort Continue to work on communication and continue to build upon assessment techniques and skills, take charge more.</p>	<p>preceptor evaluation of student form to encourage feedback.</p>
<p>Field agency and preceptor evaluations from students and faculty</p>	<p>The results from 2021-2022 cohort are very similar with the positive comments being patient assessment, advance provider skills, and willingness to learn.</p> <p>One of the concerns that seems to be repeating throughout the cohorts is low call volume in some areas.</p>	<p>2021-2022 cohort Choosing correct treatment. Interpretation of ECK readings had a great flow. Good advanced provider skills and lead interpretation. Differential diagnosis was appropriate and well thought out. Great interactions with patients and families.</p> <p>2020-2021 Cohort Good bedside manner, great interaction w/patients, excellent differentials</p>	<p>2021-2022 cohort Increase depth of questions and alternative ways to approach a patient when patient is vague. Low call volume on some shifts.</p> <p>2020-2021 Need to establish good scene presence, review trauma criteria, medication knowledge priorities of life.</p>	<p>Recommendations: Have clinical/field coordinator and/or program manager track call volume by department students ride with to help encourage and guide students to ride outside of just one agency.</p>
<p>End of Program surveys from students</p>	<p>2021-2022 cohort Instructors were incredibly compassionate.</p> <p>Suggested by students to incorporate pharmacology into the semesters throughout the program instead of at the very beginning where they are finding it hard to connect the medication to the body system at the paramedic level.</p>	<p>2021-2022 cohort Liked the prescription for retake of Fisdap exams, at the end, helped refresh on all material from beginning to end of program before taking capstone finals.</p> <p>Would recommend program to others.</p> <p>Loved clinical/ride times.</p>	<p>2021-20222 cohort, suggested to go over all test/homework in class would be beneficial.</p> <p>2020-2021 cohort, 2-3 marked disagree on survey. No comments were given on those as to why. One survey did state that some instructors could be better some are or seem lazy.</p>	<p>Recommendation: Re-evaluate the FSW paramedic curriculum by semester.</p>
<p>Graduate surveys</p>	<p>2020-2021 cohort Very satisfied with the amount of material and knowledge under such a stressful time in</p>	<p>2020-2021 cohort The program received six responses out of the sixteen graduates, or a 37.5% return rate. All six students reported,</p>	<p>Overall return percentage</p> <p>2020-2021 cohort</p>	<p>Recommendation: Encourage exiting students, per cohort, to fill out personal email form to end out surveys. If students are not continuing their education</p>

	<p>life. Absolutely zero complaints. Great program.</p> <p>2021-2022 cohort Recently sent out surveys. Awaiting returns.</p> <p>Comparing the past two graduating cohorts we struggle to get graduates to return the surveys which in leaves us with very little to go on in terms of comments, positive or negative.</p>	<p>“successful/competent with no prompting” in the cognitive, psychomotor, and affective domains.</p>	<p>The program response percentage rate is slightly higher than in previous years. However, due to the pandemic, the length of time between graduation and the survey’s returns was far greater than any prior year.</p>	<p>immediately after the program they would not have many reasons to check their FSW emails.</p>
<p>Employer surveys</p>	<p>2020-2021 cohort Employer surveys had consistent feedback Successful/Competent: no prompting needed as an entry level paramedic. Knowledge, skills, and abilities meet the expectations for experience level.</p> <p>2021-2022 cohort Recently sent out surveys. Awaiting returns.</p>	<p>Of the 2021 graduates, The program received eight Out of the 33 employers that were surveyed.</p> <p>The surveys stated that the students were successful without prompting and no areas that needed improvement in the cognitive, psychomotor, and affective domains. Some comments were, “Worked very hard and was very well prepared as an entry level Paramedic. I am very confident that he was ready to work as a Paramedic right out of school” and “very confident and well prepared for life as a Paramedic. He came in with a strong desire to gather as much information as he could. Practically speaking he is very steady and sound.”</p>	<p>The 2021 graduate employer surveys repeatedly noted the employers being satisfied with their Paramedic being competently in their entry level skills however, the employers gave little or no feedback in the comment section.</p>	<p>The new leadership of the program is finding opportunities to connect with the employers and foster relationships that encourage frequent communication and more robust engagement when surveyed on student performance and outcomes.</p>

Advisory Committee meetings	The 2023 Advisory Committee meeting allowed the program to introduce a new leadership structure and medical director. Additionally, we were able to express our community facing goals and interest in strengthened partnerships. We reviewed new SMC tracker and discussed minimum patient contact numbers. The advisory committee meeting also allowed us to review programmatic data and elicit feedback from our community partners.	Collaboration with new leadership. Recruitment of Clinical Associates	No concerns were brought to light during our previous meeting.	Continue to increase Advisory Board participation. We have recruited additional employers from City of Fort Myers and LARC. Will continue to find ways to represent the entire 3 county system with a variety of employers and stakeholders.
SWOT analysis				
Other measures				

Action Items

Priority	Action	Assigned to	Due Date

Prepared by

Date

EMS 2661 (11C): PARAMEDIC FIELD INTERNSHIP

Fall 2023-Full Term | Megan Davis

Quantitative

33 | Students Enrolled
26 | Students Responded
78.79% | Response Rate

Please answer the following questions: Agree Disagree n/a

Question	Agree	Disagree	n/a	N	SD	DN	0	1	2
The grading criteria and instructor's policies were provided in the syllabus.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The course helped me improve my understanding of the subject.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
My professor gave feedback/returned assignments (such as tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
My professor created a positive academic environment.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The tests, written assignments, homework, observations, etc., reflected the course content.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The course materials (such as textbooks, online websites, lecture notes, handouts, etc.) helped me learn the content.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The course activities (such as assignments, labs, projects, etc.) helped me learn.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
My professor was able to communicate effectively about the subject matter.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The course was engaging and thought provoking.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2
My professor was accessible when I had a question or needed help.	100% (26)	0% (0)	0% (0)	26	0	0	0	0	2

Qualitative

What was educationally the most beneficial about this class?

- in person class and hand on
- Learning how to be a competent paramedic
- Field experience/ hands on
- Organized and explained material specifically to help me.
- The Teacher
- x
- the time to do intubations.
- Learning from preceptors during ride times.

Please provide any comments you believe could improve the overall quality of the course (such as organization, types of assignments, projects, exams) or any matters that might have enhanced your learning in the course. -

- FISDAP had a lot of issues throughout the course.
- a few changed were made mid course and its difficult to adapt to multiple changes.
- it good
- Although it was not Megan's fault, this course would have gone better if LCEMS gave us a wider variety of trucks. It was a struggle to find ride times when we were given limited trucks.
- in the first weeks of class, spend one day filling in our drug dosages so all students are on the same page from the get go.
- none
- Getting my department to give education time
- NA

EMS 2661 (11C): PARAMEDIC FIELD INTERNSHIP

Fall 2023-Full Term | Megan Davis

33 | Students Enrolled
26 | Students Responded
78.79% | Response Rate

Quantitative

Please answer the following questions:		Agree	Disagree	n/a	N	SD	M
The grading criteria and instructor's policies were provided in the syllabus.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The course helped me improve my understanding of the subject.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
My professor gave feedback/returned assignments (such as tests, quizzes, lab reports, etc.) in time for me to improve for future assignments.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
My professor created a positive academic environment.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The tests, written assignments, homework, observations, etc., reflected the course content.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The course materials (such as textbooks, online websites, lecture notes, handouts, etc.) helped me learn the content.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The course activities (such as assignments, labs, projects, etc.) helped me learn.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
My professor was able to communicate effectively about the subject matter.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The course was engaging and thought provoking.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2
My professor was accessible when I had a question or needed help.	100% (26)	0% (0)	0% (0)	0% (0)	26	0	2

Qualitative

What was educationally the most beneficial about this class?

- in person class and hand on
- Learning how to be a competent paramedic
- Field experience/ hands on
- Organized and explained material specifically to help me.
- The Teacher
- x
- the time to do intubations.
- Learning from preceptors during ride times.

Please provide any comments you believe could improve the overall quality of the course (such as organization, types of assignments, projects, exams) or any matters that might have enhanced your learning in the course. -

- FISDAP had a lot of issues throughout the course.
- a few changes were made mid course and its difficult to adapt to multiple changes.
- it good
- Although it was not Megan's fault, this course would have gone better if LCMS gave us a wider variety of trucks. It was a struggle to find ride times when we were given limited trucks.
- In the first weeks of class, spend one day filling in our drug dosages so all students are on the same page from the get go.
- none
- Getting my department to give education time
- NA

EMS 2646 (101): PARAMEDIC CLINICAL EXPERIENCE

Spring 2023-Full Term | Megan Davis

35 | Students Enrolled
 33 | Students Responded
 94.29% | Response Rate

Quantitative

Please answer the following questions:	Agree	Disagree	n/a	N	DNA	SD	M
The grading criteria and instructor's policies were provided in the syllabus.	96.97% (32)	0% (0)	3.03% (1)	33	0	0	2
The course helped me improve my understanding of the subject.	100% (33)	0% (0)	0% (0)	33	0	0	2
My professor gave feedback/returned assignments (such as tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	87.88% (29)	3.03% (1)	9.09% (3)	33	0	0.18	1.97
My professor created a positive academic environment.	96.97% (32)	0% (0)	3.03% (1)	33	0	0	2
The tests, written assignments, homework, observations, etc., reflected the course content.	90.91% (30)	3.03% (1)	6.06% (2)	33	0	0.18	1.97
The course materials (such as textbooks, online websites, lecture notes, hand-outs, etc.) helped me learn the content.	90.91% (30)	3.03% (1)	6.06% (2)	33	0	0.18	1.97
The course activities (such as assignments, labs, projects, etc.) helped me learn.	100% (33)	0% (0)	0% (0)	33	0	0	2
My professor was able to communicate effectively about the subject matter.	93.94% (31)	3.03% (1)	3.03% (1)	33	0	0.17	1.97
The course was engaging and thought provoking.	100% (33)	0% (0)	0% (0)	33	0	0	2
The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).	90.91% (30)	3.03% (1)	6.06% (2)	33	0	0.18	1.97
My professor was accessible when I had a question or needed help.	100% (33)	0% (0)	0% (0)	33	0	0	2

Qualitative

What was educationally the most beneficial about this class?

-

- The clinical experience
- The actual hands on
- The education and information.
- Learning different skills
- YES!
- nothing
- The time on the road.
- Getting hands on experience at the hospital
- Different population types
- clinicals
- Assessing patients
- or intubations helped
- Professor Davis managed to always put us first while also handling the EMTs and our lab class. High five to her and her passion!

Please provide any comments you believe could improve the overall quality of the course (such as organization, types of assignments, projects, exams) or any matters that might have enhanced your learning in the course. -

- I wish the health care providers in the clinicals actually wanted us. some are hard at letting us actual do something
- (V)_(V)
- Get Lee health to give us daytime clinicals
- Wish there was more clarification about the clinicals some of us were confused about how to write the PCRs and the OR evaluations.
- Fisdap program is terrible and takes forever for things to load. Wasted a lot of time entering information into fisdap that could have been spent studying.
- More slots for collier to open or In Lee county not so many overnights.
- N/A
- Everything was fun
- Nothing could improve the course.
- In the O.R. clinicals, the doctors are very hesitant with allowing medic students to do the intubations. The pediatric clinicals I do not feel are very helpful because we're very limited to the schools we're allowed to do.

Paramedic Program Outcomes



Campus	Satellite	Lee	Lee	Lee	Lee	Lee	Lee
Enrollment Year	2023-24	2023-24	2022-23	2021-22	2020-21	2019-21	2018-19
Enrollment Date	8/21/2023	8/24/2023	8/22/2022	8/25/2021	8/24/2020	8/20/2019	08/20/18
Grad Date	In-progress		12/12/2023	12/13/2022	12/14/2021	4/29/2021	12/13/19
Number of Applicants	77		64	43	34	46	55
Max Number of Students	36	18	42	26	24	24	60
Number of Students Initially Enrolled	25	15	33	25	18	24	42
Add in's			1	1	5	4	5
Total students in this class			34	22	23	25	40
Attrition due to non-academic reasons			0	2	1	2	1
Attrition due to general ED courses			0	0	0	0	1
Attrition due to Professional Courses			1	2	5	5	9
Dropped Out			0	1	0	0	4
Total Graduates			33	17	17	18	25

Paramedic Attrition & Retention

Graduation Year	12/2023	12/2022	12/2021	04/2021	2020	2019
# of Graduates	33	17	17	18	0	25
Total Students in this Class	34	22	23	25	0	40
# of Students dropped out (attrition)	1	5	6	7	0	15
% of attrition	2.9%	22.7%	26%	28%	0	37.5%
% of retention	97%	77.2%	73.9%	72%	0	62.5%

2021 data combined (12/2021 and 04/2021 grads) – Retention: 72.9%

Paramedic National Registry Exam Outcomes

Grad Year	12/2023	12/2022	12/2021	4/2021	2020	2019
# of Grads	33	17	17	18	0	25
# passing- 1 st attempt	18	11	13	9	0	18
# passing after multiple attempts	4	3	2	7	0	5
0 attempts to test	6	1				
Total passing % to date	TBD	82%	88%	89%	0	92%

*Data captured 1/2024

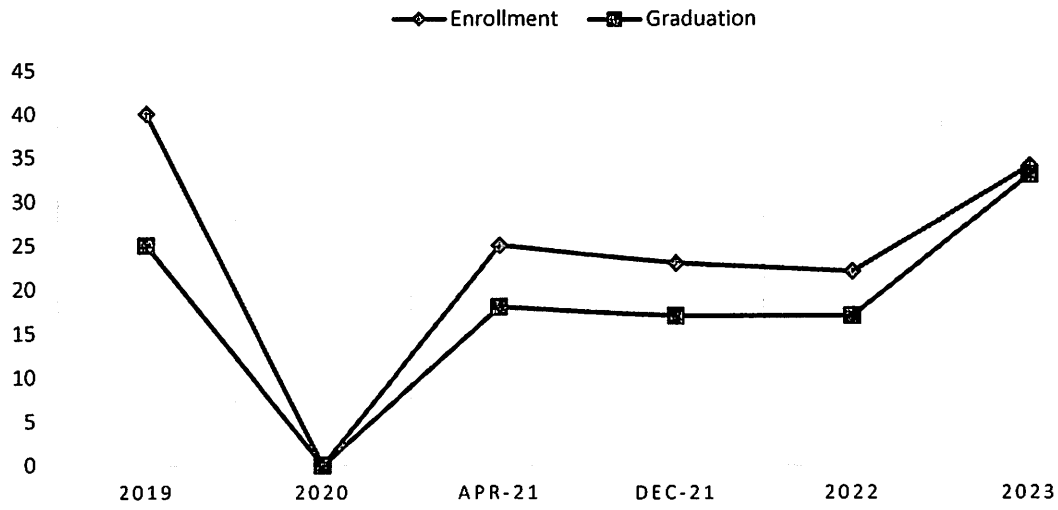
Paramedic Employment Outcomes

Graduation Year	12/2023	12/2022	12/2021	04/2021	2020	2019
# of Graduates	33	17	17	18	0	25
# of Graduates Employed*	TBD	14	16	17	0	22
# of Graduates Continuing Education*		0	0	0	0	1
Total Positive Placement	TBD	82.3%	94.1%	94.4%	0	92%

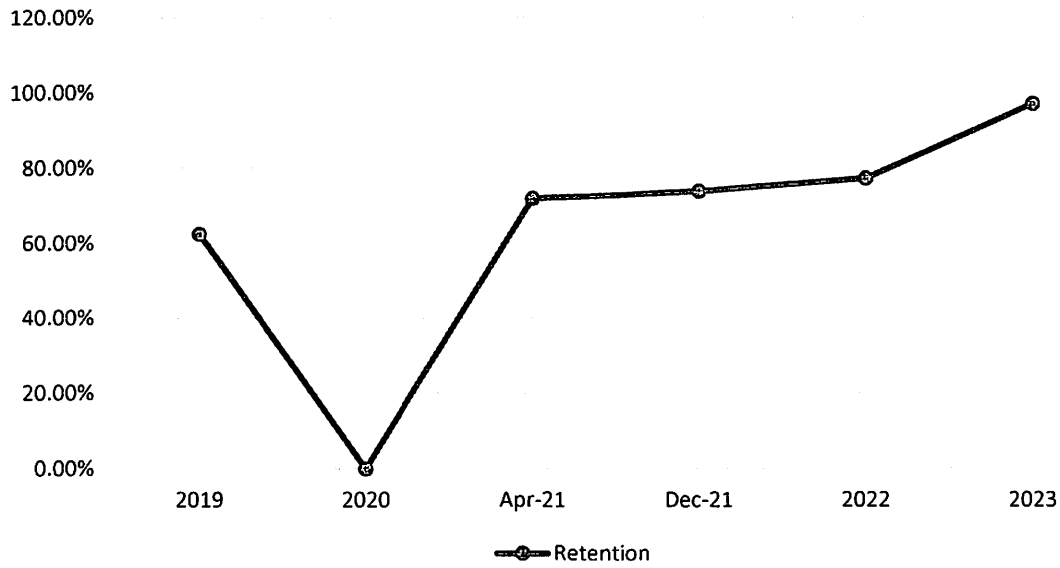
2021 data combined (12/2021 and 04/2021 grads) – Positive Placement: 94.3%

*FSW Paramedic graduates become employed with many different EMS or Fire organizations, continue in the military, or work within the healthcare setting. They may also continue their education to become nurses, physician assistants, or other advanced providers

FSW PARAMEDIC PROGRAM ENROLLMENT & GRADUATION OUTCOMES



FSW Paramedic Retention Rates





Resource Assessment Matrix (RAM)

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Revised 2024.01

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CoAEMSP Program #:	0	(the 600xxx number assigned by CoAEMSP)
Sponsor Name / Year:	0	2022
Current Accreditation Status:	Continuing Accreditation	
Date RAM Completed:	11/18/2022	(e.g., m/d/yyyy)

Number of Students Completing the Program:	17
Number of Student Survey Responses:	17
Number of Program Personnel Surveyed:	
Number of Program Personnel Responded:	

Link to access the forms available on the CoAEMSP website ==>

CoAEMSP Forms Available
Program Resource Survey-Program Personnel
Program Resource Survey-Students

At a minimum, programs are required to use the survey items contained in the Student Resource Survey and the Program Personnel Resource Survey.

The Advisory Committee is involved in both assessing the resources and reviewing the results, as well as, personnel and students from satellite locations (if applicable).

#	(A) RESOURCE	(B) PURPOSE(S) (Role(s) of the resource in the program)	(C) MEASUREMENT SYSTEM (types of measurements)	(D) DATE (S) OF MEASUREMENT (the time during the year when data is collected (e.g., month(s)))	(E) RESULTS and ANALYSIS (Include the overall average [%] from each Resource category. For each Resource category below 80%, complete Column F)	(F) ACTION PLAN / FOLLOW UP (What is to be done and Due Date)
1.	FACULTY	Provide instruction, supervision, and timely assessments of student progress in meeting program requirements.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
		Work with advisory committee, administration, clinical/field internship affiliates and communities of interest to enhance the program.	2. Program Resource Survey - Students	November 2022	99%	Continue to monitor
	Additional Faculty Purpose(s) =>					
2.	MEDICAL DIRECTOR	Fulfill responsibilities specified in accreditation Standard III.B.2.a.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	97%	Continue to monitor
	Additional Medical Director Purpose(s) =>					
3.	SUPPORT PERSONNEL	Provide support personnel/services to ensure achievement of program goals and outcomes (e.g. admissions, advising, clerical)	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	100%	Continue to monitor
	Additional Personnel Purpose(s) =>					
4.	CURRICULUM	Provide specialty core and support courses to ensure the achievement of program goals and learning domains.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
		Meet or exceed the content and competency demands of the latest edition of the documents referenced in Standard III.C.	2. Program Resource Survey - Students	November 2022	100%	Continue to monitor
	Additional Curriculum Purpose(s) =>					
5.	FINANCIAL RESOURCES	Provide fiscal support for personnel, acquisition and maintenance of equipment/supplies, and faculty/staff continuing education.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	100%	Continue to monitor

	Additional Financial Purpose(s) =>					
6.	FACILITIES	Provide adequate classroom, laboratory, and ancillary facilities for students and faculty.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	99%	Continue to monitor
	Additional Facilities Purpose(s) =>					
7.	CLINICAL RESOURCES	Provide a variety of clinical experiences to achieve the program goals and outcomes.	1. Program Resource Survey - Program Personnel	November 2022	95%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	99%	Continue to monitor
	Additional Clinical Resources Purpose(s) =>					
8.	FIELD INTERNSHIP RESOURCES	Provide a variety of field internship experiences to achieve the program goals and outcomes.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	100%	Continue to monitor
	Additional Field Internship Purpose(s) =>					
9.	LEARNING RESOURCES	Provide learning resources to support student learning and faculty instruction.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	98%	Continue to monitor
	Additional Learning Resources Purpose(s) =>					
10.	PHYSICIAN INTERACTION	Provide educational interactions with physicians, as ensured by the Medical Director.	1. Program Resource Survey - Program Personnel	November 2022	100%	Continue to monitor
			2. Program Resource Survey - Students	November 2022	100%	Continue to monitor
	Additional Physician Interaction Purpose(s) =>					

Resource Assessment Matrix (RAM)

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Revised 2022.08

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CoAEMSP Program #:	600034	(the 600xxx number assigned by CoAEMSP)	
Sponsor Name / Year:	Florida SouthWestern State College		2023 <=== Revise as net
Current Accreditation Status:	Continuing Accreditation		
Date RAM Completed:	6/15/2023	(e.g., m/d/yyyy)	

Number of Students Completing the Program:	34
Number of Student Survey Responses:	33
Number of Program Personnel Surveyed:	9
Number of Program Personnel Responded:	9

Link to access the forms available on the CoAEMSP website ==>

CoAEMSP Forms Available
Program Resource Survey-Program Personnel
Program Resource Survey-Students

At a minimum, programs are required to use the survey items contained in the Student Resource Survey and the Program Personnel Resource Survey.

The Advisory Committee is involved in both assessing the resources and reviewing the results, as well as, personnel and students from satellite locations (if applicable).

#	(A) RESOURCE	(B) PURPOSE(S) (Role(s) of the resource in the program)	(C) MEASUREMENT SYSTEM (types of measurements)	(D) DATE (S) OF MEASUREMENT (the time during the year when data is collected (e.g., month(s)))	(E) RESULTS and ANALYSIS (Include the overall average [%] from each Resource category. For each Resource category below 80%, complete Column F)	(F) ACTION PLAN / FOLLOW UP (What is to be done and Due Date)
1.	FACULTY	Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee, administration, clinical/field internship affiliates and communities of interest to enhance the program.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023	100%	
			2. Student Resource Survey	06-15-2023	97%	
	Additional Faculty Purpose(s) =>					
2.	MEDICAL DIRECTOR	Fulfill responsibilities specified in accreditation Standard III.B.2.a.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023	96%	
			2. Student Resource Survey	06-15-2023	100%	
	Additional Medical Director Purpose(s) =>					
3.	SUPPORT PERSONNEL	Provide support personnel/services to ensure achievement of program goals and outcomes (e.g. admissions, advising, clerical)	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023	95%	
			2. Student Resource Survey	06-15-2023	100%	
	Additional Personnel Purpose(s) =>					
4.	CURRICULUM	Provide specialty core and support courses to ensure the achievement of program goals and learning domains. Meet or exceed the content and competency demands of the latest edition of the documents referenced in Standard III.C.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023	100%	
			2. Student Resource Survey	06-15-2023	98%	
	Additional Curriculum Purpose(s) =>					
5.	FINANCIAL RESOURCES	Provide fiscal support for personnel, acquisition and maintenance of equipment/supplies, and faculty/staff continuing education.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023	89%	
			2. Student Resource Survey	06-15-2023	98%	

	Additional Financial Purpose(s) =>					
6.	FACILITIES	Provide adequate classroom, laboratory, and ancillary facilities for students and faculty.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023		98%
			2. Student Resource Survey	06-15-2023		99%
	Additional Facilities Purpose(s) =>					
7.	CLINICAL RESOURCES	Provide a variety of clinical experiences to achieve the program goals and outcomes.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023		95%
			2. Student Resource Survey	06-15-2023		100%
	Additional Clinical Resources Purpose(s) =>					
8.	FIELD INTERNSHIP RESOURCES	Provide a variety of field internship experiences to achieve the program goals and outcomes.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023		96%
			2. Student Resource Survey	06-15-2023	NA	
	Additional Field Internship Purpose(s) =>					
9.	LEARNING RESOURCES	Provide learning resources to support student learning and faculty instruction.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023		97%
			2. Student Resource Survey	06-15-2023		99%
	Additional Learning Resources Purpose(s) =>					
10.	PHYSICIAN INTERACTION	Provide educational interactions with physicians, as ensured by the Medical Director.	1. Program Personnel Resource Survey	06-15-2023 AND 01-05-2023		100%
			2. Student Resource Survey	06-15-2023		97%
	Additional Physician Interaction Purpose(s) =>					

Proposed Curriculum Changes for effective Fall 2024

Course	Current Credits	Current Hours	Proposed Changes to Credit	Proposed Changes to Hours	Proposal Implementation Date
SEMESTER ONE					
EMS 2119	6	90	6	90	Fall 2024
EMS 2119L	5	120	4	120	Fall 2024
EMS 2421L	1	90	2	90	Fall 2024
	12	300	12	300	

Course	Current Hours	Current Credits	Proposed Changes to hours	Proposed Changes to Credits	Proposal Implementation Date	Our plan if student fails a class?
SEMESTER ONE						
EMS 2522	30	2	0	0	Fall 2024	If student fails 2522 Fall 23 - would be required to complete new curriculum in Fall 2025
EMS 2600	45	3	75	5	Fall 2024	Pharm topics and RSPT added If student fails, retake has more credits which would not negatively impact the students degree audit.
EMS 2600L	60	2	45	1	Fall 2024	If student fails 2522 Fall 23 - would be required to complete new curriculum in Fall 2025
BSC 1085C	60	4	60	4	No changes	
SEMESTER TWO						
EMS 2601	90	6	90	6	No changes	No changes
EMS 2601L	120	3	120	3	No changes	No changes
BSC 2646 - Clinical	136	2	90	2	Fall 2024	Hours reduced to align with credits No changes to credit hours
BSC 1086C	60	4	60	4	No changes	
SEMESTER THREE						
EMS 2602	90	6	90	6	No changes	No changes
EMS 2602L	120	3	90	2	Fall 2024	If student fails, they will retake EMS 2602L. They would make up the missing credit using added credits from EMS 2677L
EMS 2648 - Field	72	2	90	2	Fall 2024	84 clinical hours and 6 lecture/other No changes to credit hours
SEMESTER FOUR						
EMS 2677L			45	1	Fall 2024	Note: not a part of current curriculum however, it was in previous curriculums - New class
EMS 2661- Field Capstone	360	5	365	6	Fall 2025	If student fails, retake has more credits which would not negatively impact the students degree audit.
	1243	42	1220	42		

Considerations:

All semesters to have a minimum of 6 credit hours to ensure students that are financial aid eligible were not negatively impacted. Some students may have previously completed BSC 1085C prior to the first semester. Summer semester was very heavy when considering shorter semester.

During the final semester of the program under the current curriculum students are only completing field hours yet, need to continue reinforcing skills, successfully complete 2 final psychomotor exams, and a comprehensive final which are not covered in the current EMS 2661 mc 64J-1020 (7) Paramedic training program course length shall be a minimum of 1,100 hours

FDOE - 42 credit hours