TASK FORCE FINDINGS FINAL REPORT:

EMERGENCY MEDICAL SERVICES PROGRAMS
FALL 2006

TASK FORCE MEMBERS
Chair: William D. Corso, EMS Program Manager
Kimberly Lowe, Paramedic Student
Ms. Dru Clark, HCC
Chief David Travis, HCFR
Chief Nick Locicero, TFR
Dr. Charles Sand, MD, EMS Medical Director
Ms. Elizabeth Johnson, HCC
Ms. Cindy wells Casey, Leary Technical Center
Ms. Mary Martinasek, HCC

HILLSBOROUGH Community College
# CONTENTS

I. Introduction 1  
II. Description of Unit 2  
III. Unit Planning Objectives 3  
IV. Task Force Findings  
   A. Strengths of Unit 3  
   B. Weaknesses of Unit 4  
   C. Recommendations for Improvement 4  
V. Distribution List 5  
VI. List of Appendices 5

- Appendix B: 2004-05 Emergency Medical Services Unit Plans 7
- Appendix C: 2001 – Summer Semester 2006 paramedic enrollment 14
- Appendix D: Pass rates for EMT and paramedic certification exam 15
- Appendix E: Graduate survey results 16
- Appendix F: Employer survey results 19
- Appendix G: Diversity of Hillsborough County U.S. Census Bureau 21
- Appendix H: Emergency Medical Tech. diversity enrollment 22
- Appendix I: Paramedic certificate program diversity enrollment 23
INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The chair is a full time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due in the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.
DESCRIPTION OF UNIT

The mission of the Emergency Medical Services Programs is to provide the highest quality training to individuals who desire to become certified as Emergency Medical Technicians and paramedics.

The Programs are fully accredited by the Florida Department of Health, Bureau of Emergency Medical Services and offers the most current and up to date curriculum. In addition, the Paramedic program is accredited by the Committee on Accreditation of Educational Programs for EMS Professionals (CoAEMSP) in cooperation with the Commission on Accreditation of Allied Health Programs (CAAHEP).

Under the auspices of the Emergency Medical Services program, students first become certified as an emergency medical technician and secondly as a paramedic. Graduates of the EMT program earn an Advanced Technical Diploma while graduates from the paramedic program earn a College Credit Certificate.

Those who wish to enhance their credentials can pursue an Associate in Applied Science Degree in Emergency Medical Services.
UNIT PLANNING OBJECTIVES

2005-07 objectives for the Emergency Medical Services Programs are as follows:

1. To increase enrollment to meet the needs of the local EMS community. Due to the expansion of local EMS providers there has been an increased demand for EMT and paramedic training. This objective supports College Goal 1, 3.

2. EMS graduates will meet or exceed the state pass rate for the Florida certification exam. This objective supports College Goal 1, 6.

3. EMS graduates will demonstrate the ability to comprehend, apply and evaluate information relative to the role of an entry level EMS provider. This objective supports College Goal 1, 3.

4. Graduates will demonstrate personal behaviors consistent with professional and employer expectations of an entry level employee. This objective supports College Goal 1, 3.

5. EMS program graduates will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry level paramedic. This objective supports College Goal 1, 3.

STRENGTHS OF THE UNIT

1. Enrollment in the EMS Programs has tripled since 2001:
   Source: Internal database. See Appendix C

2. State certification pass rates remain above the state and national minimum thresholds.
   Source: Report from Medical Quality Assurance. See Appendix D.

3. Graduate surveys responses indicate student satisfaction with quality of instruction:
   Source: Returned Graduate Surveys. See Appendix E.

4. Employer satisfaction surveys indicate employers are satisfied with graduates of HCC EMS Programs.
   Source: Returned Employer Surveys. See Appendix F.
WEAKNESSES OF THE UNIT

1. Increased enrollment has not seen an increase in full-time faculty. Similarly sized programs throughout the state have 5-9 full-time faculty members. Source: Internal database. See appendix C

2. Strong reliance of part-time lab instructors results in inconsistent rater reliability in the EMS Lab. Source: Currently enrolled student survey.

3. Lab equipment is worn out or broken due to excess use by an increased number of students. Source: Currently enrolled student survey

4. Low number of two year graduates (students who have completed both the ATD.EMT, CCC.PARA and AAS degree). Source: Student Data Base, AA-1A report for Terms 3E 2004, 2005, 2006.

5. Increased enrollment in EMT and paramedic certificate programs indicates little diversity. While employers are looking for more diversity in their workforce. Source: Internal Data base. See Appendix H, I

RECOMMENDATIONS FOR IMPROVEMENT

1. Recent state Bureau of Emergency Medical Services site visit recommended additional faculty resourced be allocated for an EMS program of this size. Additional faculty resources will be part of future Unit Plans.

2. Assign full-time faculty to EMS lab to oversee quality and consistency for rating student skills performance.

3. Submit yearly request for Perkins Grant monies to replace worn-out equipment and to purchase up-to-date equipment.

4. Work with other departments to develop general education courses that could be offered on schedules that would accommodate unique 24-48 hour work schedules that would facilitate certificate completers to go on and obtain an AAS Degree in EMS.

5. Develop a means to work more closely with high school guidance counselors and workforce personnel to encourage students of diversity to explore the EMS field as a career.
DISTTRIBUTION LIST OF THE FINAL REPORT

The final report and all follow-ups will be distributed by the chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.

- Appendix A: Hillsborough Community College Mission, Vision, 2004-06 College Goals
- Appendix B: 2004-05 Emergency Medical Services Unit Plans
- Appendix C: 2001 – summer semester 2006 paramedic enrollment
- Appendix D: Pass rates for EMT and paramedic certification exam
- Appendix E: Graduate survey results
- Appendix F: Employer survey results
- Appendix G: Diversity of Hillsborough County
  U.S. Census Bureau
- Appendix H: Emergency Medical Tech. diversity enrollment
- Appendix I: Paramedic certificate program diversity enrollment
THE STRATEGIC PLAN
OF HILLSBOROUGH COMMUNITY COLLEGE

College Mission
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

College Vision
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College will deliver education of the highest standards enabling a diverse community of life-long learners to achieve their maximum potential in a global society.

2004-2006 College Goals
Adopted by the Board of Trustees April 21, 2004

1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

4. Provide the resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.

5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

6. Continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical, and technological resources.
Emergency Medical Services 2005-07

Unit  The Emergency Medical Services program provides training to prepare students for employment as emergency medical technicians and paramedics. This program prepares students to sit for the state EMT and paramedic certification examination upon mastery of required critical competencies. The program is accredited to offer Advanced Technical Diplomas for EMT as well as College Credit Certificates and A.AS Degrees for Paramedic.

Planning Facilitator(s): William D. Corso

Unit Planning Process:

Members of the Emergency Medical Services Program including faculty staff and medical director meet annually to establish an action plan. This action plan is developed to set priorities based on feedback from the following resources: graduate surveys, employer surveys, state testing results, minutes from advisory committee meetings and graduate rates. Each year an annual report is submitted to the national accrediting agency.

External Trends:

Constituent Needs:

Prehospital providers in Hillsborough County and the City of Tampa have indicated a need for additional qualified EMTs and paramedics. This need is in part due to the expanded growth of our community. It is estimated that 30 new rescue stations will be built within the next 10 years.

Unit Objective  Due to increased need of first responders post 9/11 and the expansion of local EMS providers there has been a large increased demand for EMT and paramedic training. This increased need requires additional resources.

Objective Type:  Information/Com. Technology Facilities Diversity
Target date: 7/1/2006  Position responsible: EMS Program Manager

This unit objective supports achievement of the following:

College Goal:  1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:
Total cost to achieve this objective: $76,000
Cost exceeds unit base budget

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time salaries</td>
<td>$72,000</td>
</tr>
<tr>
<td>Part-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Hourly salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Contract salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Professional development</td>
<td>$0</td>
</tr>
<tr>
<td>Capital costs</td>
<td>$4,000</td>
</tr>
<tr>
<td>Expenses</td>
<td>$0</td>
</tr>
</tbody>
</table>

Describe costs: Additional faculty and resources are required to meet the demand for trained EMT and paramedics. Additional courses to train these individuals are needed to meet the needs of the local EMS agencies who are expanding their services to the community.

Strategies
Add additional faculty member and resources to expand EMT and paramedic course offerings. This will allow HCC EMS Programs to ensure that there are adequate numbers of trained persons for employment with our local EMS agencies.

Expected Outcomes!
Success Criteria:
By 7/1105 increase full time faculty by one to allow the program to increase the number of sections of EMT and Paramedic.

Means of Assessment:
Increase EMT sections by 1 per semester and paramedic by 2 sections per year.

Results of Assessment:
Addition of faculty has not been approved to date

Status: In progress

Use of Assessment
This objective has not been met to date

Results:

Unit Objective
EMS graduates will meet or exceed the state pass rate for the Florida certification exam.

Objective Type: Information/Com. Technology ☑ Facilities ☒ Diversity ☒

Target date: 6/30/2005

Position responsible: William D. Corso

This unit objective supports achievement of the following:

College Goal:
1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:
Review Recommendation:

**Total cost to achieve this objective:** $0  **Cost exceeds unit base budget** □

Full-time salaries $0  Professional development $0  
Part-time salaries $0  Capital costs $0  
Hourly salaries $0  Expenses $0  
Contract salaries $0

Describe costs:

**Strategies**
Test items that are used in unit exams and the comprehensive final exam are periodically reviewed for reliability and validity.

**Expected Outcomes! Success Criteria:**
Greater than 80% of our graduates achieve a passing score on the state certification exam

**Means of Assessment:**
The state certification exam is administered and developed by the Department of Medical Quality Assurance. MQA provides feedback on our graduate performance.

**Results of Assessment:**
While pass rates exceed national levels they are below the desired outcomes.

**Status:** Partially accomplished

**Use of Assessment Results:**
Development of a comprehensive review as part of the Assessment Based Management course has improved student performance on the state exam.

---

**Unit Objective**
EMT graduates will demonstrate the ability to comprehend, apply, and evaluate information relative to the role of an entry level EMT provider

Objective Type: Information/Com. Technology □  Facilities □  Diversity □

Target date: 6/30/2005  Position responsible: William D. Corso

**This unit objective supports achievement of the following:**

College Goal: 1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:
Total cost to achieve this objective: $0  Cost exceeds unit base budget □

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Part-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Hourly salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Contract salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Professional development</td>
<td>$0</td>
</tr>
<tr>
<td>Capital costs</td>
<td>$0</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
</tbody>
</table>

Describe costs:

Strategies
In order to provide the student with a comprehensive review of objectives. Each student is required to participate in computerized testing processes which serve to re-enforce all learning objectives.

Expected Outcomes!

<table>
<thead>
<tr>
<th>Success Criteria:</th>
<th>Means of Assessment:</th>
<th>Results of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of the EMT students will achieve A passing score of 70 on the Comprehensive final written exam</td>
<td>Items for the final exam are based on the most current DOT curriculum and the FL Dept. of Education Curriculum Frameworks and approved by faculty and medical director.</td>
<td>While results are higher than the national level they are below expectations</td>
</tr>
</tbody>
</table>

Status: In progress

Use of Assessment
Changes have been made to the EMT program comprehensive final written exam to raise the cut score from 75% to 80%.

Unit Objective
Graduates will demonstrate personal behaviors consistent with professional and employer expectations of an entry level employee

Objective Type: Information / Com. Technology □ Facilities □ Diversity □

Target date: 6/30/2005  Position responsible: William D. Corso

This unit objective supports achievement of the following:

College Goal: 1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:
Total cost to achieve this objective: $0  
Cost exceeds unit base budget □

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Part-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Hourly salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Contract salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Professional development</td>
<td>$0</td>
</tr>
<tr>
<td>Capital costs</td>
<td>$0</td>
</tr>
<tr>
<td>Expenses</td>
<td>0</td>
</tr>
</tbody>
</table>

Describe costs:

**Strategies**
Continue to analyze evaluation results.

**Expected Outcomes!**

**Success Criteria:**
Evaluations indicate a greater than 90% positive satisfaction rating on graduate personal behaviors

**Means of Assessment:**
Employer Surveys

**Results of Assessment**
Results from surveys continue to show that our graduates can demonstrate personal and professional behaviors that meet employer expectations.

**Status:** Accomplished

**Use of Assessment** Continue to monitor.

**Results:**

---

**Unit Objective**
Graduates will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry level EMS Provider.

Objective Type: Information / Com. Technology □ Facilities □ Diversity □

Target date: 6/30/2005  Position responsible: William D. Corso

**This unit objective supports achievement of the following:**

**College Goal:**
1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

**State Performance Standard:**

**Priority Initiative:**

**Review Recommendation:**
Total cost to achieve this objective: $0 Cost exceeds unit base budget

Full-time salaries $0
Part-time salaries $0
Hourly salaries $0
Contract salaries $0
Professional development $0
Capital costs $0
Expenses $0

Describe costs:

Strategies

Throughout the curriculum there are practical assessments and evaluations that allow the student to demonstrate competency.

Expected Outcomes/ Success Criteria:
Greater than 99% of students who attempt the comprehensive final practical exam, pass with an 80% or better and no critical errors.

Means of Assessment:
Scenarios are developed by the faculty and approved by the medical director.

Results of Assessment:
Practical scenarios indicate that our students can demonstrate technical abilities that are needed to fulfill their role as an EMT/paramedic.

Status: Accomplished

Use of Assessment
Results: Continue to monitor.

Unit Objective
Graduates will rate program satisfaction with a >90% satisfaction rating.

Objective Type: Information/Com. Technology ☐ Facilities ☐ Diversity ☐

Target date: 6/30/2005 Position responsible: William D. Corso

This unit objective supports achievement of the following:

College Goal: 1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:

Total cost to achieve this objective: $0 Cost exceeds unit base budget

Full-time salaries $0
Part-time salaries $0
Hourly salaries $0
Contract salaries $0
Professional development $0
Capital costs $0
Expenses $0

Describe costs:
**Strategies**
Continue to review and analyze surveys.

**Expected Outcomes!**

**Means of Assessment**
Graduate surveys are mailed out

**Results of Assessment:**
Surveys indicate that students are approximately 6 months after program completion satisfied with instruction.

**Success criteria:**
Greater than 90% of graduate surveys returned indicate that students are satisfied with their instruction

**Status:** In progress

**Use of Assessment**
While surveys indicate overall satisfaction the faculty and staff are trying to develop additional methods of instruction delivery that would increase satisfaction.

**Results**
Hillsborough Community College
Paramedic Program Review
Statistical Data

Enrollment has more than tripled between 2001 and August 2006

Source: Internal data base of students enrolled in the HCC paramedic program
APPENDIX D

Pass Rate on State Exam data as of 11/21/2006 from internal source based on information obtained from the Division of Medical Quality Assurance.

### Paramedic cut score 80%

<table>
<thead>
<tr>
<th>Year Entered</th>
<th>1st Time</th>
<th>2nd Time</th>
<th>3rd Time</th>
<th>NYP-1</th>
<th>NYP-2</th>
<th>NYP-3</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 (71)</td>
<td>61 (88%)</td>
<td>4 (94%)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2004 (91)</td>
<td>65 (71%)</td>
<td>17 (90%)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2003 (52)</td>
<td>37 (73%)</td>
<td>8 (86%)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### EMT cut score 70%

<table>
<thead>
<tr>
<th>Year Entered</th>
<th>1st Time</th>
<th>2nd Time</th>
<th>3rd Time</th>
<th>NYP-1</th>
<th>NYP-2</th>
<th>NYP-3</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 (253)</td>
<td>166 (81%)</td>
<td>16 (89%)</td>
<td>1</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>2004 (342)</td>
<td>234 (75%)</td>
<td>27 (84%)</td>
<td>7</td>
<td>29</td>
<td>11</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>2003 (305)</td>
<td>229 (89%)</td>
<td>4 (91%)</td>
<td>22</td>
<td>2</td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
APPENDIX E

Review of Student Graduate Surveys
Lickert Scale used for responses

5=Strongly Agree  4=Generally Agree  3=Neutral (acceptable)
2= Generally disagree  1= Strongly Disagree  N/A = Not Applicable

There is an adequate # of Lab faculty

There is an adequate # of Clinical Faculty
There is a variety of equipment available

Lab Equipment in sufficient amount
Clinicals offer an adequate variety

Overall quality of resources

5=Strongly Agree  4=Generally Agree  3=Neutral (acceptable)  
2= Generally disagree  1= Strongly Disagree  N/A = Not Applicable
APPENDIX F

Employer Survey Results

5=Strongly Agree  4=Generally Agree  3=Neutral (acceptable)  
2= Generally disagree  1= Strongly Disagree  N/A = Not Applicable

Employee able to function in the Healthcare setting

Employee has skills to perform Pt. Assessment

[Bar charts showing survey results from 2003 to 2005]
Hillsborough County, Florida
Data followed by an * indicates a Significant Difference at the 90 percent level between that data and the data from the most current year. Data followed by a "c" indicates the estimate for that year and the current year are both controlled; a statistical test is not appropriate.

<table>
<thead>
<tr>
<th>TABLE 1. PROFILE OF GENERAL DEMOGRAPHIC CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Estimate</td>
</tr>
<tr>
<td>RACE</td>
</tr>
<tr>
<td>One race</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
</tr>
<tr>
<td>Native Hawaiian</td>
</tr>
<tr>
<td>Guamanian or Chamorro</td>
</tr>
<tr>
<td>Samoan</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
</tr>
<tr>
<td>Some other race</td>
</tr>
<tr>
<td>Two or more races</td>
</tr>
<tr>
<td>Two races including Some other race</td>
</tr>
<tr>
<td>Two races excluding Some other race, and Three or more races</td>
</tr>
<tr>
<td>HISPANIC ORIGIN AND RACE</td>
</tr>
<tr>
<td>Total population</td>
</tr>
<tr>
<td>Hispanic or Latino (of any race)</td>
</tr>
<tr>
<td>Mexican</td>
</tr>
<tr>
<td>Puerto Rican</td>
</tr>
<tr>
<td>Cuban</td>
</tr>
<tr>
<td>Other Hispanic or Latino</td>
</tr>
</tbody>
</table>
### APPENDIX H

EMT Enrollment by Diversity  (internal data source)

#### Summer 03 – Spring 04

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>2</td>
<td>2</td>
<td>52</td>
<td>16</td>
<td>278</td>
<td>70</td>
</tr>
<tr>
<td>Attrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summer 04 – Spring 05

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td>11</td>
<td>4</td>
<td>55</td>
<td>9</td>
<td>310</td>
</tr>
<tr>
<td>Attrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summer 05 – Spring 06

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>Attrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

Paramedic Certificate Program

Reporting Period Year 2003-2004
Summer 03, Fall 03, Spring 04

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Completers</td>
<td></td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>41</td>
</tr>
</tbody>
</table>

Reporting Period Year 2004-2005
Summer 04, Fall 04, Spring 05

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Completers</td>
<td>1</td>
<td></td>
<td>7</td>
<td>22</td>
<td>1</td>
<td>47</td>
</tr>
</tbody>
</table>

Reporting Period Year 2005-2006
Summer 05, Fall 05, Spring 06

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>105</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Enrollment</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Completers</td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>