



Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP)



2019 Annual Report

CoAEMSP Letter of Review (LoR) / CAAHEP Accredited (Initial and Continuing) programs must complete the CoAEMSP Annual Report for Paramedic level students/graduates ONLY and submit THIS Excel annual report template which represents all cohorts that have graduated in 2019. No PDF or paper copy versions of this report will be accepted.

**~ Remember ~
The filing deadline is May 15, 2021**



<=== Hovering your cursor over a cell with a red triangle in upper right corner reveals text. Try it.

CoAEMSP Program #: (the 600XXX number assigned by CoAEMSP)

Sponsoring Institution:

City:

State:

Accreditation Status:

Did cohorts (classes) graduate in the 2019 calendar year?

Direct Website URL (Link) to the Paramedic Program's Homepage Listing Published Outcomes:

CAAHEP Policy V.A.4.: The sponsor must maintain, and make available to the public, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required.

CoAEMSP Policy IV.D.: All programs (accredited and LoR) must publish their latest annual outcomes results for the National Registry or State Written Exam, Retention, and Postive Job Placement on the paramedic program's homepage of their website. At all times, the published results must be consistent with and verifiable by the latest Annual Report of the program.

Should you have questions as you work through the Annual Report, please contact Lynn at (214) 703-8445 ext 115 or annualreports@coaemsp.org

Outcomes Summary

600870 City of Frankfort Fire and EMS Paramedic

Number of cohorts (classes) that graduated in 2019:	1
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RETENTION / ATTRITION

The Retention threshold set by the CoAEMSP is 70% and based on the percentage of students enrolled in the Paramedic program who started on the enrollment date and graduated. The success of Retention will be computed using the total number of students that completed in the most recent reporting year (2019) and is calculated by determining Attrition (the number of students who dropped out divided by the total number of students enrolled). Once the Attrition percentage has been determined, then the Retention percentage is 100% minus the Attrition percentage. Programs must follow and report attrition/retention as specified by their sponsor institution policy. In situations where there is no sponsor institution policy, the program may not count students as attrition if they withdraw or are dropped from the program before a maximum of 25% of the total Paramedic educational program hours including all phases (i.e., didactic, lab, clinical, field experience, and capstone field internship) are concluded.

Retention Threshold 70%	Cohort #1:									Reporting Year Totals
Enrollment Date	mm/dd/yyyy => 8/22/2017									
On-time Graduation Date	mm/dd/yyyy => 1/9/2019									
Total # of Students enrolled in this cohort	21									21
Academic Reasons for Attrition:										
*(answer required for each academic category or results will not calculate.)										
*Number dismissed due to grades	0									0
*Number withdrew due to grades	0									0
*Number due to other academic	0									0
Subtotal # Academic Attrition Reasons	0									0
Non-academic Reasons for Attrition:										
*(answer required for each non-academic category or results will not calculate)										
*Number due to financial	0									0
*Number due to medical/personal	1									1
*Number due to other/unknown	4									4
Subtotal # Non-academic Attrition Reasons	5									5
Total Attrition 2019	5									5
Total Graduates 2019	16									16
Attrition %	23.8%									23.8%
Retention %	76.2%									76.2%

**The outcome threshold of 70% has been met.
Please complete the next table below.**

(For informational purposes only to check for accuracy)
Manually Calculate Attrition/Retention Results:

$$\text{Attrition} = \frac{\text{Total \# of Academic Reasons} + \text{Non-academic Reasons}}{\text{Total \# of Students enrolled}}$$

$$\text{Retention} = 100\% - \text{Attrition}$$

Are results for both the National Registry & State Written Examinations being reported?	Yes
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National Registry / State Written Examination										
The National Registry Written Examination threshold is 70% (set by the National Registry) or the State Written Examination threshold is 70% (set by the State). The success of any examination results will be computed over the most recent reporting year (2019) based on the total number of graduates attempting the examination (i.e., unduplicated head count of attempters who pass).										
National Registry / State Written Threshold 70%	Cohort #1:									Reporting Year Totals
Enrollment Date	8/22/2017									
On-time Graduation Date	1/9/2019									
Total Graduates in Reporting Year <i>*(answer required for each category below)</i> see definitions by hovering over any of the red comment triangle(s)										16
<i>*Number of Graduates Attempting the Certification Examination or State License (NREMT + State)</i>	16									16
<i>*Number passing - First attempt</i>	14									14
<i>*Number passing - 3rd attempt cumulative pass rate</i>	16									16
Total Passing in 2019	16									16
National Registry / State Written Pass Rate Success	100.0%									100.0%
The outcome threshold of 70% has been met. Please complete the next table below.										

(For informational purposes only to check for accuracy) Manually Calculate NREMT/State Written Examination Results:	
NREMT Pass Rate Success =	$\frac{\text{3rd attempt cumulative}}{\text{\# of total graduates attempting the written examination}}$

Positive (Job) Placement										
The Positive (Job) Placement threshold set by the CoAEMSP is 70%. Positive (Job) Placement means that the graduate is employed full or part-time or volunteers in the profession or in a related field; or is continuing his/her education; or is serving in the military. A related field is one in which the individual is using cognitive, psychomotor, and affective competencies acquired in the Paramedic educational program.										
Positive (Job) Placement Threshold 70%	Cohort #1:									Reporting Year Totals
Enrollment Date	8/22/2017									
On-time Graduation Date	1/9/2019									
Total Graduates in Reporting Year <i>*(answer required for each placement category)</i>										16
*Number of Graduates employed	16									16
*Number of Graduates continuing education or serving in the military in lieu of employment	0									0
Total Positive Placement in 2019	16									16
Positive (Job) Placement	100.0%									100.0%
The outcome threshold of 70% has been met. Please complete the next table below.										

(For informational purposes only to check for accuracy)
 Manually Calculate Positive (Job) Placement Results:

$$\text{Positive (Job) Placement} = \frac{\text{\# of graduates employed} + \text{\# of graduates continuing ed/serving in the military but NOT employed}}{\text{Total Graduates}}$$

GRADUATE SURVEYS										
For each group of graduating students, programs are required to conduct surveys intended for graduates who are employed and have been functioning as a Paramedic and their employers within 6-12 months after graduation using the CoAEMSP required graduate survey items.										
	Cohort #1:									Reporting Year Totals
Current Year Enrollment Date	8/22/2017									
On-time Graduation Date	1/9/2019									
Total Graduates in Reporting Year	16									16
Total Number of Graduate Surveys Sent <i>(answer required for this category)</i>	16									16
Total Number of Graduate Surveys Received <i>(answer required for this category)</i>	12									12
Completion of the analysis and action plan boxes to the right are required ==>.										

600870 City of Frankfort Fire and EMS Paramedic
Graduate Surveys

Provide a detailed ANALYSIS for Graduate Surveys in the box below

Of the 12 graduates that returned surveys, the surveys were returned within 6-18 months of graduating the program. While the survey tool did not identify any area of significant improvement needed, an evaluation of the overall accomplishments all noted they were successful in the cognitive, psychomotor and affective realms as an entry level paramedic. One shared he lacked self-confidence and needs more knowledge in special populations. One noted needing improvement in math for meds.

All were satisfied with their education.

In addition to completing the survey tool, many added final comments of the course that included:

1. "Quality class and instructors."
2. "A lot of repetitive paperwork."
3. "I greatly appreciate the paramedic program for giving me the knowledge to not only pass my exams but to critically think in a real-world environment."
4. "The instructors of this program went above and beyond all expectations, all parties were truly devoted to successfully educating the future EMS providers."
5. "my paramedic program prepared me to be ready for many situations I may encounter."
6. "I feel comfortable in my duties and responsibilities as a functioning front line medic"
7. "This was an amazing class! ...The instructor was amazing and so helpful! If you were slacking or confused, she did an outstanding job of helping you overcome the obstacle. ...Thanks to the amazing instructor that has

Provide a detailed ACTION PLAN for Graduate Surveys in the box below

A noted weakness by the graduate was the repetitive work load. Given that this was our first cohort utilizing a computer based tracking program, the work load was intense.

Action Plan:

1. The Program has added another individual assigned to inputting data into Platinum Planner in addition to the Student Portfolio Manager. These individuals will input all Team Leads and Team Member paperwork into the computer to lessen the workload of the student. It additionally will assist in verification and tracking of scenario skills.
2. The paperwork has been reworked to make documentation of scenario skills more streamlined for the instructor and the student to afford better tracking and ease of input.
3. An additional 6 portable computers and three scanners have been added to the student/instructor office to decrease work time.

One student recognized a weakness in medical math compilations and medication administration.

Action Plan:

1. As this was one student, we will remain cognizant of all student performance during pharmacology. Additional classes can be added as needed. Tutoring shall be offered as needed. Quizzes will be added to assess in a formative manner the student success on a day

EMPLOYER SURVEYS										
For each group of graduating students, programs are required to conduct surveys intended for graduates who are employed and have been functioning as a Paramedic and their employers within 6-12 months after graduation using the CoAEMSP required employer survey items.										
	Cohort #1:									Reporting Year Totals
Current Year Enrollment Date	8/22/2017									
On-time Graduation Date	1/9/2019									
Total Graduates	16									16
Total Positive Placement in 2019	16									16
Total Number of Surveys Sent to Employers of Graduates <i>(answer required for this category)</i>	16									16
Total Number of Surveys Received from Employers of Graduates <i>(answer required for this category)</i>	13									13
Completion of the analysis and action plan boxes to the right are required ==>.										

600870 City of Frankfort Fire and EMS Paramedic Employer Surveys

Provide a detailed ANALYSIS for Employer Surveys in the box below

Of the 13 employers that returned surveys, the reporting supervisor had observed and evaluated medics ranging from five months to one-year. Of the 13 employers' surveys, four of the surveys identified Special considerations and self-confidence as areas needing improvement in several areas within the employer survey, however, there were no additional qualifying information to better qualify concerns. Despite these areas of concern, the survey's returned by employers were all satisfied with the education program. In addition

In addition to completing the survey tool, many employer's added final comments of the course that included:

1. " All of the evaluations of recent reflect that he is doing a great job with patient care, leadership and overall scene care. His self confidence is spot on and he displays integrity and teamwork."
2. " The program appears to have done a good job of preparing him to perform the required tasks of the job."
3. "The paramedic is a very good medic and has good critical thinking skills and is an asset to our service."
4. "The paramedic came to the service very knowledgeable and competent for his time on the street."
5. "Great program! Thank you for your hard work and dedication to the paramedic education program"

Provide a detailed ACTION PLAN for Employer Surveys in the box below

Action Plan: A new medic in some KY services are immediately expected to function independently and to care for complex interfacility transports. To meet this need our program has added critical care components to address this issue. It is felt that the program cannot prepare the student for every eventuality. However, given these concerns the program plans to:

1. Expand the critical care component to include critical care drips not used in pre hospital care such as Flolan, Neo Synephrine, and Natrecor. The ventilator lecture will be expanded to include modes of ventilation, their specific purposes, and subsequent ventilator adjustments during transport.
2. Incorporate into the scenarios more patients with technical devices to include VAD, tracheostomies, ventilators, critical home meds, and tube feedings.
3. The Program already addresses human trafficking, autism, cerebral palsy, etc. These too will be incorporated into Team Leads and Team Member scenarios.
4. Evaluate the need to add nursing home clinical sites or evaluate need for critical care rotation beyond the local intensive care unit.

The additional education combined with the practical application may better prepare these new medics for the environment we know they must practice within.

Satellite Locations

***Satellite:** Paramedic program satellite(s) are off-campus location(s) that are advertised or otherwise made known to individuals outside the sponsor. The off-campus location(s) must offer all the professional didactic (which may include any distance education delivery modality) and laboratory content of the program. Satellite(s) are included in the CAAHEP accreditation of the sponsor and function under the direction of the Key Personnel of the program. The CoAEMSP may establish additional requirements that are consistent with CAAHEP Standards and policies.

Failure to obtain CoAEMSP approval for the satellite location(s) may result in Administrative Probation and may lead to a recommendation to CAAHEP for Withdrawal of Accreditation (see CoAEMSP Policy IIIXC).

NOTE: Students at the satellite location(s) should be identified as a separate cohort(s) on the CoAEMSP Annual Report.

In the current year (i.e.,2021), does the program operate any satellite locations?

The program does not operate Satellite Locations. Please move to the Resource Assessment section below.

RESOURCE ASSESSMENT

Accredited programs must conduct Resource Assessment at least annually (Standard IID) and are required to complete a Resource Assessment Matrix (RAM) which includes ten (10) categories [Faculty, Medical Director, Support Personnel, Curriculum, Financial Resources, Facilities, Clinical Resources, Field Internship Resources, Learning Resources, and Physician Interaction]. If programs have identified deficiencies in resources, an action plan and follow up are required to address those deficiencies. The Advisory Committee should be involved in both assessing the resources and reviewing the result. All resource assessment documents (i.e. student and personnel surveys, matrix, and data collection spreadsheet) are located on the CoAEMSP website.

<http://coaemsp.org/Evaluations.htm>

Were all of the Resource Assessment Matrix [RAM] categories equal to or above 80% in 2019?

Number of deficient resource categories:

Please Note: It is recommended to compose your text in Word, then copy and paste into the text box(es) below. Click inside the text box to enter/edt or copy/paste text (there is no spell-check).

600870

Deficient Resource Category #1:

Provide a detailed ANALYSIS for category #1 in the box below
 During the assessment of our 2019 Resource Assessment Matrix, it was identified that only one area of concern fell below the threshold of 80%. This area was identified in the terminal Personnel Resource Survey that was completed in March of 2019 following course completion of our first cohort under our Letter of Review. The institutional budget, under program financials, received a 3.88/5. An assessment of the lessons learned and program needs assessment was completed during an annual review that identified several areas of needed resources. Needed areas of improvement were noted during this review were:
 Computers
 Manikins
 Scanners/Copiers

Provide a detailed ACTION PLAN for category #1 in the box below
 Following the assessment, staff purchased additional scanners, replaced old copier/scanner with new copier/scanner machine. We applied and received grant funding for the purchase of two high-fidelity simulation manikins. A partnership was instituted for the use of new computers with our Emergency Management Office. Additional funding was secured in annual operational budgets of the host agency to aid in incidental expenditures. Lastly, we increased tuition by \$1000 to increase additional funding for program needs. Additional funding mechanisms continue to be sought to help increase funding to our program.

General Information

1) Total number of hours of instruction per student in 2019 (didactic, lab, clinical, field experience, and capstone field internship, all phases of your Paramedic educational program) (hours)

2) Total number of hours students were required to successfully complete prior to graduation in each environment in 2019?

Clinical (in-hospital, clinics, etc.)	<input type="text" value="290"/>	(hours)
Field Experience (not including Capstone)	<input type="text" value="125"/>	(hours)
Capstone Field Internship	<input type="text" value="375"/>	(hours)

3) Total number of full-time educational faculty in the Paramedic educational program (including Program Director) in 2019?

4) On average, how many months were required for on-time successful completion of the Paramedic educational program in 2019? (months)

5) Did the Paramedic educational program have a dedicated clinical coordinator (not including the Program Director) in 2019?

6) Which of the following simulation modalities did the Paramedic educational program use for training in 2019?

Task trainers (for example, IV arm, intubation head)	<input type="text" value="Yes"/>
Simple manikin (for example, CPR manikin)	<input type="text" value="Yes"/>
Intermediate (non-programmable manikin with multiple simulation tasks)	<input type="text" value="Yes"/>
Advanced manikin (fully programmable)	<input type="text" value="Yes"/>
Virtual reality training	<input type="text" value="No"/>

7) For the 2019 graduating cohort, how was simulation used to substitute skills required in the clinical or field experiences? (not including capstone field internships)

Of the following procedures, how often was simulation used to substitute skills required in clinical or field experiences in 2019?

Pediatric intubation	<input type="text" value="Never"/>
Intraosseous insertion	<input type="text" value="Never"/>
Electrical therapy	<input type="text" value="Never"/>
Supraglottic airway	<input type="text" value="Never"/>
Childbirth	<input type="text" value="Never"/>
Adult intubation	<input type="text" value="Rarely"/>
Endotracheal suction	<input type="text" value="Never"/>
Patient assessment (primary or secondary)	<input type="text" value="Never"/>
Intravenous access	<input type="text" value="Never"/>
Medication administration	<input type="text" value="Never"/>
Patient interaction (e.g., professionalism, affect)	<input type="text" value="Never"/>

8) Which of the following ranges most accurately reflected the Paramedic educational program's annual operating budget in 2019?

9) Which professional award(s) did graduates attain upon completion of the Paramedic educational program in 2019? In addition, what percentage of students who graduated in 2019 earned the award identified?

Please note: All percentage cells must contain a number, should not be left blank, and cannot exceed 100%.

		Percentage of total graduates who received this award
Certificate/Diploma	<input type="text" value="Yes"/>	<input type="text" value="100"/> %
Associate Degree	<input type="text" value="N/A"/>	<input type="text" value="0"/> %
Baccalaureate Degree	<input type="text" value="N/A"/>	<input type="text" value="0"/> %
		100 % Total

10) Has the Program Director attended ACCREDITCON?

List the year(s) attended:

11) Has any other personnel associated with the Paramedic educational program attend ACCREDITCON?

List the name(s), title(s), and year(s) attended:

12) Has the Program Director attended a CAAHEP/CoAEMSP Accreditation Workshop?

List the month/year(s) attended:

13) Has any other personnel associated with the Paramedic educational program attended a CAAHEP/CoAEMSP Accreditation Workshop?

List the name(s), title(s), and month/year(s) attended:

Which Month(s) Will Cohort(s) Begin in the 2021 Calendar Year?
 Which Month(s) Will Cohort(s) Graduate in the 2021 Calendar Year?

By selecting "Yes", I attest that the information in this submission is true and correct, and an accurate description of the paramedic program.

Program Director Name:
 Date of Submission: (m/d/yyyy)

**Thank you for completing the 2019 Annual Report.
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 no later than May 15, 2021 by emailing annualreports@coaemsp.org**