

Standard Costs

Additional Monitor	\$175 - \$300
All-in-One (staff computer)	\$900
Desktop Computer	\$1,000
Display (depending on size) <i>\$5,000+ would be capital</i>	\$2,000 - \$8,000
Elmo	\$800
Full-time Faculty	\$80,000
Projector	\$3,000
Projector Screen	\$400

Capital Equipment Definition

- A capitalized asset is defined as an item with a purchase price of **\$5,000 or more** per unit or set **and** with a life expectancy of 2 or more years.
- A **set** is a group of interrelated items that function together, like a computer, monitor and keyboard.
- **Software is capitalized if the cost is over \$5,000 and it has a useful life of 2 years or more. If the software is an annual license or subscription fee, it must be expensed per the WTCS Financial Accounting Manual (FAM).**

Spreadsheet User Tips

Line Break Within a Cell	Press Alt and Enter keys
Change Row Height	Position mouse over row line so the white cross becomes a double arrow and double click
Save Document As	Excel Macro-Enabled Workbook (*.xlsm)
Enable Content	If prompted, click Enable Content when the document first opens

Instructions for Working Through the Action Plan

- If requesting new funding, add the information on a new line
- Can add multiple years to the "**Academic Year Launched**" column (i.e. 2018-19, 2019-20)
- Multiple items can be included in the same cell if they are tied together and/or will be assigned the same priority level
***Solution/Action** example: "Update technology: software \$4,000 (operational) and purchase new projectors \$6,000 (capital)" - Priority 1*
- If requesting more than one item for capital or operational within the same priority level, list all items in the **Solution/Action** column and total the dollar amount in the **Financial Resources Needed** section in the **Capital \$** and **Operational \$** columns appropriately
- Multiple selections can be made from the "**Capital Description(s)**" and "**Operational Description(s)**" drop-down menus; select one at a time
- Only select one **Key Result** for each line item
- Only select one **Priority** for each line item; items with different priorities should be entered on separate lines
- Deans and Associate Deans must review and approve this document before items are entered into the Annual Planning Database

Western Technical College Program Planning Document - Data & Evidence

Program/Department Name	Paramedic	Date Created	9/8/17
Division	Health and Public Safety	Date Reviewed	

1. Using the data and evidence analysis for your program/department, identify the trends that you see in your quantitative data.

WTCS Comparative data 2015

- **Course completion 2013-2017** report has demonstrated from 67.5% in 2012 to 90.6% in 2014. Western’s average is 73.7% for 2011-2015. Our program ranked 5/5 when compared to other WTCS colleges.
- The average retention rate ranged from 25% in 2014 to 50% in 2010 and 2012. Western’s average from 2011-2015 is 36.78%. Retention rates are similar to two comparison colleges.
- The third year graduation rate is under 10.7%. The overall average for comparison colleges is low at 16.6%.

Labor Market Analysis May 2017

- This occupation is expected to grow 3% in the Western district with 54 opening from 2018-2022 and 3.7%in the state through 2020.

Program Data 2013-2017

- Enrollment numbers for the program declared for Paramedic/EMT students has increased from 30 in 2011 to 69 for Fall 2017.

National licensure statistics 2015

- The 2011 National EMS Assessment reported a total of 826,000 licensed and credentialed EMS professionals in the United States. This estimate includes paid and volunteer EMS workers.
- The 2015 Current Population Survey estimate for full-time employed EMTs and paramedics was 241,600.

2. Using the data and evidence for your program/department, identify themes that you see in your qualitative data.

Student Course Evaluations – 2015-2017

- Students have concerns about academic resources i.e. library, student center, parking, admissions, billing, and academic support.
- There is an overall theme of need for increased communication between faculty and students regarding progress in the program classes.
- Evaluations show there is not enough direct application of skills learned.

Advisory Committee Minutes/Agency Stakeholders:

- Need more classes in flexible format especially for the rural areas

3. Strengths and best practices our program/department could share with others include:

- We have very supportive local and community hospitals and ambulance services that provide clinical and field experiences for students.
- The EMT certificate program is a pre-requisite to the paramedic program.
- The program has supportive co-medical directors who actively teach in the classroom and at the clinical site. The program has an actively involved advisory committee.
- Local job placement is very good. Most graduates have secured jobs prior to graduation.
- The program has multiple additional certifications within the program; ACLS, PALS, PEPP, GEMS, PHTLS
- National Registry pass rates are at or above national averages.
- The EMS dept. offers non -credit licensure renewal courses at all EMS levels to include EMR, EMT, AEMT, and Paramedic.
- We offer block scheduling which minimizes the amount of time the students have to be on campus.

4. Based upon thorough data and evidence analysis, the 3-4 areas or issues we are most concerned about include:

1. EMS recruitment in rural areas to meet stakeholder needs
2. Flexible program delivery options
3. Student satisfaction with instruction

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Links to Data

[Faculty Website - Program Excellence Webpage](#)

Annual Data and Evidence Analysis 2018-2019

Annual Data and Evidence Analysis 2019-2020