

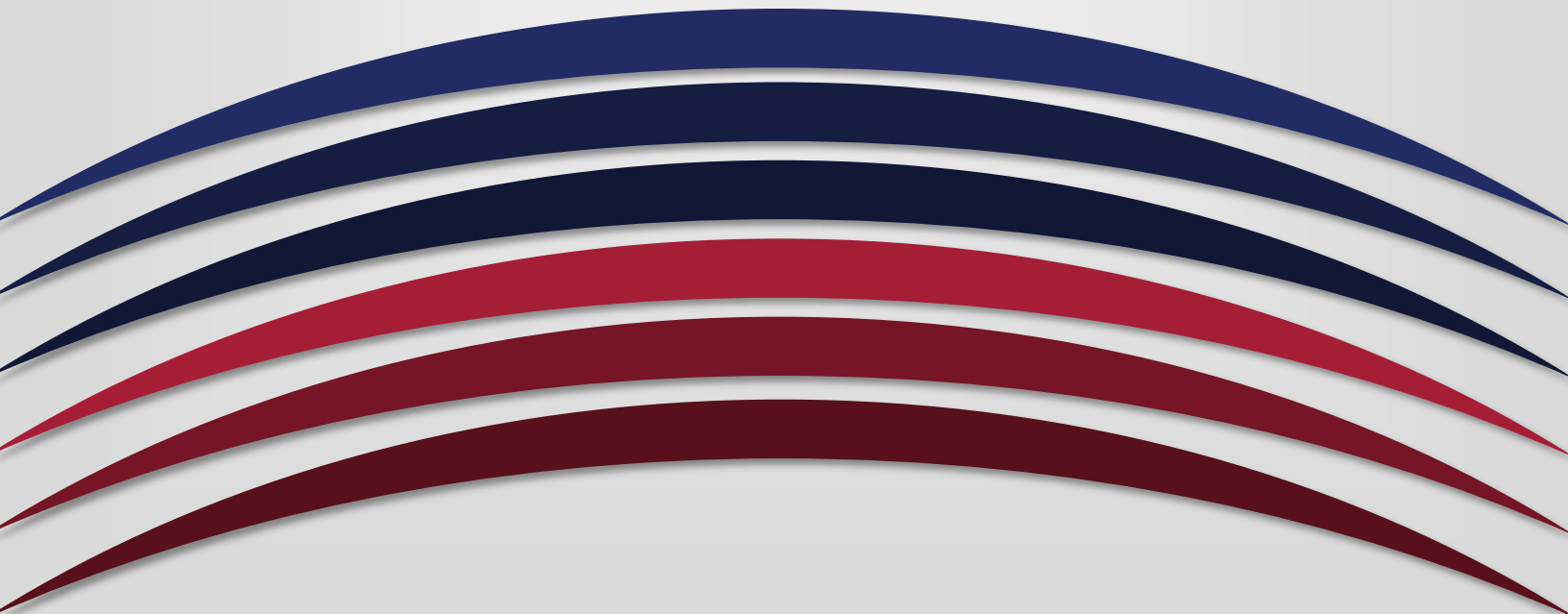


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program learning outcomes
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: Emergency Medical Sciences- EMT
2. Name of individual compiling report: EMS Faculty – Shray, Mitchell & Rinehart
3. Date of submission: 10-10-2020
4. Academic year: 2019-2020
5. Is the assessment plan (*Check or highlight one*)
☐ an initial plan for the program ☐ a revision of an old plan ☒ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

To prepare competent entry-level Emergency Medical Technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with a solid foundation to make a positive difference in the community.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7
	Information Literacy	Technology Literacy	Communication	Critical Thinking	Quantitative Reasoning	Cultural Awareness	Professionalism
EMS 1602	✓	✓	✓	✓	✓	✓	✓
EMT							

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

- ☐ ILO #1 – Information Literacy
- ☐ ILO #2 – Technology Literacy
- ☐ ILO #3 - Communication
- ☐ ILO #4 – Critical Thinking
- ☐ ILO #5 – Quantitative Reasoning
- ☐ ILO #6 – Cultural Awareness
- ☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Information Literacy	EMS 1602	<p><i>Measured over time from entry to exit.</i></p> <p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments,</p>
2. Technology Literacy	EMS 1602	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on</p>

		homework and assignments,
3. Communication	EMS 1602	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments,</p>
4. Critical Thinking	EMS 1602	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments,</p>
5. Quantitative Reasoning	EMS 1602	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments,</p>

6. Cultural Awareness	EMS 1602	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical & field experiences, & laboratory, Class discussion & participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments,</p>
7. Professionalism		Measured over time from entry to exit in skill rubrics and affective evaluations.

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

- ☒ Rubrics and/or standardized tests were pilot-tested and refined.
- ☒ Rubrics were shared with students.
- ☒ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

Course surveys

Successful completion of course summative exams

Successful attainment of National Registry of EMTs certification

Successful attainment of State licensure

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

We have a formalized review process where the faculty and Medical Director review each student both during and at the end of each semester. During this review we assess the cognitive, psychomotor and affective of each student.

- ☒ Comparative data used when interpreting results and deciding on changes for improvements.
 - ☒ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.
5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. Information Literacy	<i>Use of Texts, supplemental material on LMS and AHA publications.</i>
2. Technology Literacy	<i>Use of stethoscope, blood pressure cuff, pulse oximetry, glucometer, automated external defibrillator.</i>
3. Communication	<i>Team dynamics and team member/leader communication. Radio communication, transfer of patient care with patient care report. Interaction with Arkansas Trauma Communications Center.</i>
4. Critical Thinking	<i>Determination of mechanism of injury, nature of illness, chief complaint, and criticality. Selection of the most appropriate receiving facility..</i>
5. Quantitative Reasoning	<i>Use of quantitative data to determine and treat common medical or trauma injury conditions including: shock, cardiac arrest, respiratory failure, impending childbirth, and others.</i>
6. Cultural Awareness	<i>During clinical and field internship students interact with diverse and varied populations.</i>
7. Professionalism	<i>The professional competence of the student is evaluated during interaction with faculty as well as clinical and field internship preceptors.</i>

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.

Students are under constant evaluation and review throughout all aspects of the program (cognitive, psychomotor & affective) and since our students bring a wide baseline of knowledge, skills and personal habits our program and preceptors are hands on to help each student develop in a way to meet the National Education Standards as well as the requirements of National Registry's certification exam and Arkansas EMT licensure.

7. What specific changes were implemented this year based on last year's results?

We raised the required grade in the program to 80% or higher on all activities.

8. What specific budgetary resources are needed for your program based on your assessment results?

We are quite proud to be able to do more with less, but as with any other academic program, additional financial resources would open additional options that do not currently exist.

9. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

Standards of our program are set forth in the National Education Standards published by the U.S. Department of Transportation, and student competency is evaluated by the National Registry of EMTs. Our program is an Arkansas Department of Health, Section of EMS approved training site.

Appendix A – UA-PTC’s Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one’s discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.