

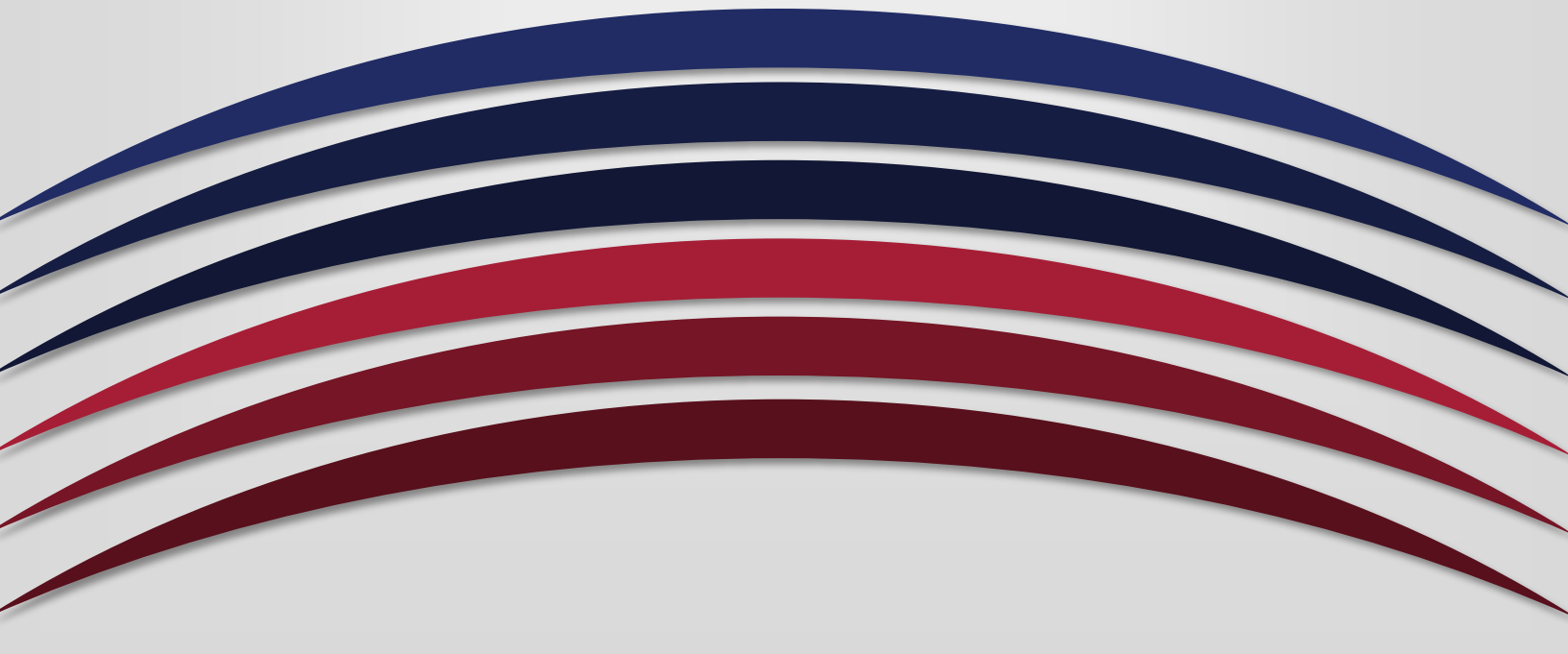


# UNIVERSITY OF ARKANSAS PULASKI TECH

## 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- Paramedic
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 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 Emergency Medical Technician, and/or Emergency Medical Responder levels.”

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 1122 EKG Interp	✓	✓	✓	✓	✓		✓
EMS 1210 Clinical Prep	✓	✓	✓	✓	✓		✓
EMS 1320 Pharmacology	✓	✓	✓	✓	✓	✓	✓
EMS 2210 Foundations	✓	✓	✓	✓	✓	✓	✓
EMS 2220 Pathophysiology	✓	✓	✓	✓	✓		✓
EMS 1201 PA	✓	✓	✓	✓	✓	✓	✓
EMS 1211 Clin I	✓	✓	✓	✓	✓	✓	✓
EMS 1222 Clin II	✓	✓	✓	✓	✓	✓	✓
EMS 1340 Trauma	✓	✓	✓	✓	✓	✓	✓
EMS 2501 Cardio	✓	✓	✓	✓	✓	✓	✓
EMS 1233 Clin III	✓	✓	✓	✓	✓	✓	✓

EMS 1410 MEI	✓	✓	✓	✓	✓	✓	✓
EMS 1334 Lifespan	✓	✓	✓	✓	✓	✓	✓
EMS 2159 Competencies	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓
EMS 2250 ABM	✓	✓	✓	✓	✓	✓	✓
EMS 2310 MEII	✓	✓	✓	✓	✓	✓	✓
EMS 2431 FI	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓	M ✓

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.

- 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 1122 EMS 1210, EMS 1320,	Direct measures: Course homework and assignments, Exams and quizzes,

	<p>EMS 2210, EMS 2220, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>
2. Technology Literacy	<p>EMS 1210, EMS 1320, EMS 2210, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>
3. Communication	<p>EMS 2210, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>

4. Critical Thinking	<p>EMS 112,2 EMS 1210, EMS 1320, EMS 2210, EMS 2220, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>
5. Quantitative Reasoning	<p>EMS 1122 EMS 1210, EMS 1320, EMS 2210, EMS 2220, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>
6. Cultural Awareness	<p>EMS 2210, EMS 1201, EMS 1211, EMS 1222, EMS 1340, EMS 2501, EMS 1233, EMS 1410, EMS 1334, EMS 2159, EMS 2250, EMS 2310, EMS 2431</p>	<p>Direct measures: Course homework and assignments, Exams and quizzes, Observations of clinical &amp; field experiences, &amp; laboratory, Class discussion &amp; participation</p> <p>Indirect Measures: Course Evaluations, Time spent on homework and assignments, CoAEMSP annual report.</p>

7. Professionalism	EMS 1122	<i>Measured over time from entry to exit using the program affective evaluation rubric.</i>
	EMS 1210,	
	EMS 1320,	
	EMS 2210,	
	EMS 2220,	
	EMS 1201,	
	EMS 1211,	
	EMS 1222,	
	EMS 1340,	
	EMS 2501,	
	EMS 1233,	
	EMS 1410,	
	EMS 1334,	
	EMS 2159,	
	EMS 2250,	
	EMS 2310,	
	EMS 2431	

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 on each course throughout the program.*

*Graduate surveys*

*Employer surveys*

*Faculty surveys*

*Advisory committee surveys*

*CoAEMSP annual report*

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	Students are required to compare and contrast information from local EMS protocols, Medscape, AHA, Cleveland Clinic, Mayo Clinic and to be able to evaluate what is best practice in patient care.
2. Technology Literacy	Students are required to interpret and adapt real world patient data metrics that include 3, 4, & 12 lead EKG interpretation, assess lab values, capnography readings, glucometer readings, and other diagnostic technologies.
3. Communication	Students are required to use team dynamics (team leader & team member roles) and closed loop communications. Students will communicate patient findings through a patient care report (PCR) and via radio. Consistently during each clinical & field shift the student is exposed to a large variety of socioeconomic, cultural and ethnic patients, family members and care providers.
4. Critical Thinking	Through scenario based laboratory experiences, and active patient care settings the student is required to constantly solve problems and address patient care and other needs to optimize the outcome for each patient. Additional evidence of problem solving is evidenced by certifications that require scenario based experiences in ACLS, PALS, PHTLS and AMLS.
5. Quantitative Reasoning	Students are required to interpret and adapt real world patient data metrics that include 3,4, & 12 lead EKG interpretation, assessing lab values, capnography readings, glucometer readings, and other physical assessment techniques.
6. Cultural Awareness	Students will consistently be exposed during each clinical & field shift to a large variety of socioeconomic, cultural and ethnic patients, family members and care providers and be expected to assist with a best practice interaction with each situation.
7. Professionalism	As evidenced in the skill rubrics, instructor and preceptor evaluations during laboratory and active patient care settings.



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 paramedic licensure.*

*By constantly measuring and giving feedback from entry to exit from the program, we strive to meet the student's individual needs and offer them a pathway to continue to move forward to licensure.*

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

*Our paramedic program has changed from a 17 month program to a 12 month program based on the expressed needs of employers and students.*

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 accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) and is an Arkansas Department of Health, Section of EMS approved training site.*

## Appendix A – UA-PTC’s Institutional Learning Outcomes

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### 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.