

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Health Sciences in the School of Mathematics, Science & Health
Sciences

Emergency Medical Services, A.A.S.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic	The Department of Health Sciences is one of eleven academic departments at Rogers State University. The Health Sciences Department supports the mission of Rogers State University.	The EMS Education Program faculty at Rogers State University is committed to delivering the highest quality of current medical education in order to graduate EMS professionals who meet or

University Mission	School Mission	Department Mission	Degree Program Mission
	<p>local and global communities. Three departments comprise this School, the Departments of Biology, Health Science, and Math and Physical Science. These departments pledge to deliver existing and newly developed programs that meet student demands, and to be responsive to the evolving culture of academia in general and the sciences in particular.</p> <p>Our purposes are to</p> <ul style="list-style-type: none"> • Foster an academic setting of diverse curricula. • Use effective instructional techniques, empirical and evidenced-based inquiry, innovative technology, and a variety of learning environments for the purpose of enhancing student learning. • Encourage social awareness and responsibility through an environment of service and collegiality. • Foster independent thought and the collegial exchange of ideas. <p>Enhance scientific literacy in general education.</p>	<p>The Department's mission is to prepare students to achieve personal and professional goals and to educate safe and competent beginning practitioners of selected health fields. The department also prepares students majoring in other fields with health courses to support their degrees. The faculty is committed to excellence in teaching and student service. Learning is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences, and guidance and direction to support resources. The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear. Students are supported and guided by the faculty to become active participants in learning in order to achieve professional and personal goals. The Health Sciences faculty believes that scientific reasoning and critical thinking are reflected as clinical judgment.</p>	<p>exceed the level of an entry-level practicing paramedic in the cognitive, affective, and psychomotor domains. The faculty believe that providing innovative, life-long learning opportunities to our students in the pre-hospital and other medical environments are the best way to ensure high-level pre-hospital emergency care to the public. The EMS Education Program faculty are dedicated to preparing EMS leaders of the future by ensuring our students obtain a well-rounded educational experience in areas relevant to a professional Paramedic.</p>

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School uses effective instructional techniques, empirical and evidence-based inquiry, innovative technology, and a variety of learning environments for the purpose of enhancing student learning. "The School promotes a challenging, positive, and inquisitive Collegial environment...to foster independent thought and the collegial exchange of ideas." "...the school recognizes the importance of scientific literacy..."	"Provide bachelor degrees, associate degrees and educational opportunities for students, both traditional and non-traditional." "Provide opportunities for students to demonstrate competence in written and oral communications, scientific reasoning and critical thinking, which emphasizes qualitative as well as quantitative skills."	The EMS Program supports the university commitments, school and department purposes and standards as outlined and measured by the Committee on Accreditation of Allied Health Education Programs (CAAHEP). The student will demonstrate comprehension, application, and evaluation of theoretically based EMS subject matter. (SLO #1, pg. 7) The student will demonstrate competence in the technical skills exhibited by a paramedic. (SLO #2, pg.9)
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	"...to foster an academic setting of diverse curricula..." "The School promotes a challenging, positive, and inquisitive Collegial environment...to foster independent thought and the collegial exchange of ideas."	The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear. Students are supported and guided by the faculty to become active participants in learning in order to achieve professional and personal goals.	The student will demonstrate professional behaviors of a paramedic. (SLO #3, pg. 10) The student will express satisfaction with the educational experience offered by the EMS Program. (SLO #4, pg. 11)
To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.	"...the School recognizes...its contribution to the liberal studies curriculum of the University."	"The department also prepares students majoring in other fields with health courses to support their degrees."	The student will express satisfaction with the educational experience offered by the EMS Program. (SLO #4, pg. 11)

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	"The curriculum... delivered by quality faculty who possess a broad base of content knowledge and promote the acquisition, application, and discussion of current subject matter. "	"The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear."	The student will express satisfaction with the educational experience offered by the EMS Program. (SLO #4, pg. 11)
To provide university-wide student services, activities and resources that complement academic programs.	"The school uses... innovative technology and a variety of learning environments for the purpose of enhancing student learning."	"...faculty is committed to excellence in ...student service." Learning is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences, and guidance and direction to support resources."	The student will express satisfaction with the educational experience offered by the EMS Program. (SLO #4, pg. 11)
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.	The School promotes a challenging, positive, and inquisitive Collegial environment of high ethical standards and of frequent interactions between faculty and students to foster independent thought and the collegial exchange of ideas."	"Promote and encourage a positive academic climate with students, community, faculty, and staff for ... communication."	1. The student will demonstrate comprehension, application, and evaluation of theoretically based EMS subject matter. (SLO #1, pg. 7) The student will express satisfaction with the educational experience offered by the EMS Program. (SLO #4, pg. 11)
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	Our commitment to Service enhances the public welfare and economic development potential of our region by cultivating strategic partnerships with health and science related industries, secondary and higher education institutions, and through active participation and leadership in civic and professional organizations by	"To promote and encourage a positive academic climate with students, community, faculty and staff, for instruction and communication."	The student will demonstrate professional behaviors of a paramedic. (SLO #3, pg. 10)

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
	our faculty and students. These collaborative efforts are based on the belief that through shared relationships, service reinforces and strengthens learning and learning reinforces and strengthens service. An emphasis of service encourages social awareness and responsibility among faculty and students."		

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
1. EMS faculty will be implementing the new EMS Program curriculum in the spring of 2013 pending approval.	Y	Curriculum and field internship hours increased to meet national EMS Education Standards and standards of our national accreditation body (CAAHEP). Total program hours increased from 1146 hours to 1320 hours. There was no impact on the budget.
2. New EMS curriculum will be implemented pending approval.	Y	See above.

3. A simulation lab in the form of an ambulance patient compartment will be added to HS 172.	Y	Student learning is enhanced by providing an environment that directly relates to the environment in which the paramedic works.
4. Will implement Data Arc on-line survey tool to collect data required by national accreditation body.	Y	Student and employer surveys were completed in October, 2013.

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
1a. it appears this section contains irrelevant material, not just mission statements.	N	Faculty met and felt that current material contained in the program mission statement is aligned not only with the RSU mission statement but with the accrediting body.
1b. 1. The Student Learning Outcomes column should only contain SLOs, not a mixture of SLOs and Program Goals. This issue came up during last year's peer review sessions and it is the opinion of the UAC that this column matches the SLOs provided in this column should match those given in Column 1 of Part 4.	Y	Program goals were deleted.
2. Three of the four SLOs from Part 4 are mentioned here but SLO #4 is missing.	Y	SLO was added to section 1B.
4a. "Exhibit" seems the wrong verb choice. Suggest "demonstrate" or "employ" as alternative. SLO #4: Suggest rewording this SLO to be consistent with form used in SLO #1-3: "Students will express	Y	Changed verbage in 4a 4. to "The student will express..."

satisfaction with the educational experience offered by the EMS Program.”		
SLO #4: This outcome is not listed in Section 1B.	Y	See 1b. 2
4c. 100% of students reaching the threshold is a very high standard. Does this EMS faculty feel this is routinely achievable?	N	The EMS program is built on a progression of courses. Students must attain the passing grade of 75% in order to graduate. It is the goal to have all students who enter into the fourth semester of the program to graduate. Therefore, 100% of students are expected to achieve the passing threshold of 75%.
4g. This column should address conclusions that the faculty has drawn about student progress toward the given outcome based on the evidence collected. Most of the comments seem to focus on the quality or merit of the assessment measure. I think the comments provided here are valuable and should be part of the report, but something about student achievement should be primary.	Y	EMS faculty will add the student success rates for each measure under "Conclusions"

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
1. The student will demonstrate	1a.FISDAP comprehensive	1a. 100% of EMS students	1a. All EMS students	1a. N=10	1a. 100% of students enrolled in	1a. 10 students successfully	1a. Yes

comprehension, application, and evaluation of theoretically based EMS subject matter.	program examination in EMS 2244 EMS Leadership (EMS Program capstone course).	enrolled in EMS 2244 EMS Leadership will achieve a minimum score of 75% on the standardized, comprehensive final computer examination.	enrolled in EMS 2244 take the final exam.		EMS 2244 achieved a minimum score of 75% on the examination. Grade Distribution: A (90-100%)/8 B (80-89%)/2	completed the FISDAP exam. The FISDAP comprehensive exam is a valid and reliable indicator of the student's preparedness for the National Registry written certification exam. Based on these results it is projected that these 10 students will pass the National Registry Exam.	
	1b. EMS 2244 Research Paper focuses on topics related to Leadership and Management in EMS.	1b. 100% of EMS students enrolled in EMS 2244 will achieve a minimum score of 75% on the Research Paper.	1b. All EMS students enrolled in EMS 2244 are required to complete the research paper which is graded according to a rubric.	1b. N=10	1b. 100% of students enrolled in EMS 2244 scored 75% or higher on the research paper. Grade Distribution: A (90-100%)/7 B (80-89%)/3	1b. 10 students earned a passing grade on the Research Paper. Writing the research paper enhances the student's ability to communicate and document in written form and reflects an understanding of theoretical EMS subject matter. Plan to continue using this assessment measure.	1b. Yes

	1c. Capstone project "Development of an EMS System"	1c. 100% of students enrolled in EMS 2244 will achieve a passing score of 75% or higher on their capstone project presentation.	1c. All EMS students enrolled in EMS 2244 are required to complete the capstone project which is graded according to a rubric which includes specific criteria (i.e. staffing patterns, deployment strategies, and meeting response time requirements)	1c. N=10	1c. 100% of students enrolled in EMS 2244 achieved a passing score of 75% or higher on their capstone project presentation. Grade Distribution: A (90-100%)/10 B (80-89%)/0	1c. 10 students earned a passing score of 75% or greater on their capstone project. Involvement in the capstone project requires the students to synthesize and apply the knowledge they have learned during their EMS education. This process reveals an understanding of theoretical EMS content. Plan to continue using this assessment measure.	1c. Yes
2. The student will demonstrate competence in the technical skills exhibited by a paramedic.	2. 12 Practical skills stations according to a rubric established by the National Registry of EMTs. Rubric contains a point system which identifies	2. 100% of EMS students enrolled in EMS 2244 will pass a total of 12 practical skill stations.	2. All EMS students enrolled in EMS 2244 are included in the sample.	2. N=10	2. 100% of EMS students enrolled in EMS 2244 achieved a passing score on each of the skill stations tested.	10 students passed the practical skills examination with a score of "Pass." Passing the skills stations demonstrates that the students have met the entry competency level for beginning	2. Yes

	The National Registry's minimum passing score.					paramedics. Oklahoma State Department of Health mandates an end of class practical exam. Faculty will continue practical skill stations as set by the National Registry standards.	
3. The student will demonstrate professional behaviors of a paramedic.	3. Clinical Evaluation rubric* measures professional behaviors in the cognitive, affective, and psychomotor domains as outlined in the National EMS Education Agenda.	3. 100% of EMS students enrolled in EMS 2244 will earn a "Pass" on the Formative and Summative evaluation conducted at mid-semester.	3. All EMS students enrolled in EMS 2244 are included in the sample. The rubric includes both Formative and Summative assessments based on clinical preceptor evaluations and faculty observation in the classroom, clinical and field settings.	3. N=10	3. 100% of EMS students enrolled in EMS 2244 earned a "Pass" on the Formative and Summative evaluation.	3. 10 students successfully completed all clinical competencies with a score of "Pass." The clinical sites are a valuable environment. The students observe professional behaviors which illustrate the expected performance of a practicing Paramedic. Students also observe non-professional performance and are expected to recognize those	3. Yes

4. The student will express satisfaction with the educational experience offered by the EMS Program.	4a. Six Month Post Graduate Survey evaluates the graduates' satisfaction with their preparation to practice as a Paramedic.	4a. 80% of responding alumni will rate overall satisfaction with the educational experience at a 4 or higher on a 1 to 5 Likert scale.	4a. Health Sciences Accreditation Records Specialist will mail surveys in October, 2013 to six month alumni, tabulate results, and distribute them to EMS faculty for review.	4a. N=10	4a. Results not available at this time.	behaviors and not act in a similar manner. Faculty plan to continue using assessment measures for this objective.	
	4b. Employer survey evaluates graduates' performance of cognitive, affective, and psychomotor skills.	4b. 80% of responding employers will rate overall satisfaction with the educational experience at a 4 or higher on a 1 to 5 Likert scale.	4b. Health Sciences Accreditation Records Specialist has set up the Data-ARC surveys online for employers	4b. N not available at this time.	4b. Results not available at this time.	4a. Standardized online survey – Data Arc* will be used to enhance data collection. 4b. Data Arc surveys have been set up and are being utilized October, 2014.	4a. Pending. Data Arc online surveys will be distributed in October, 2014. 4b. Pending Data Arc online surveys will be distributed in October, 2014.

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PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
All student and program learning outcomes will be reviewed in the spring of 2015.	Goals will be reviewed for clarification integrated with consumer feedback through survey and course evaluations.	Faculty feel that further defining of the outcomes will promote clarification. Additionally consumer/stakeholder feedback is integral to the success of the program.	Streamlining brings about efficiency.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

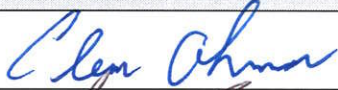

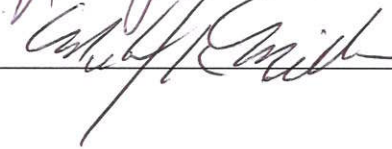
PART 7 (A & B)

Assessment Measures and Faculty Participation

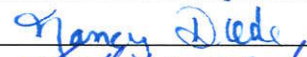

- 1) How many different assessment measures were used? 7
- 2) List the direct measures (see rubric): Comprehensive final computer examination, research paper, capstone project, class presentation, practical skills examination, clinical evaluation form, Employer surveys.
- 3) List the indirect measures (see rubric): Six month post graduate survey, Course grades.

A.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Clem Ohman	Collect data, analyze data, prepare report & review report.	
Larry Brewer	Collect data, analyze data, prepare report & review report.	
Mike Miller	Collect data, analyze data, prepare report & review report.	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Nancy Diede		9/15/2014
Dean	Keith Martin		9/16/2014