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| **DEGREE PROGRAM**  **STUDENT LEARNING REPORT**  (Rev. August 2013) | **ROGERS STATE UNIVERSITY**  **Department of Health Sciences**  **For Academic Year 2012-2013** |

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.

**Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions**

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| **Name of Degree, including Level and Major: Associate of Applied Science in Emergency Medical Services** |

1. **A.**  Insert and clearly state the school, department and degree program missions in the spaces below.

| **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 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.  Our purposes are to  • 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.  Enhance scientific literacy in general education. | 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 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. | 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 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. |

**B.**  Insert and clearly state school purposes, department purposes and degree *program student learning outcomes* in the spaces below, making sure to align the degree program 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** |
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| 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 student will demonstrate comprehension, application, and evaluation of theoretically based EMS subject matter. *(SLO #1)*  The student will demonstrate competence in the technical skills exhibited by a paramedic. *(SLO #2)*  To provide traditional and non-traditional students the opportunity to earn an associate degree in applied sciences in Emergency Medical Services. *(Program Goal #1)*  To provide opportunities for EMS students to demonstrate competence in written and oral communication, scientific reasoning and critical thinking which emphasize qualitative, as well as quantitative skills. (*Program Goal #2)*  Demonstrate entry-level competence that meets state and national expectations. (*Program Outcome #1)* |
| 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. | To promote and encourage a positive academic climate with students, community, faculty, and staff for instruction and communication*.(Program Goal #3)* |
| To provide a general liberal arts education that supports specialized academic programs 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.” | Commit to professional growth, self-development, and continuous learning. (*Program Outcome #3)* |
| 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.” |  |
| 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.” |  |
| 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.” | To promote and encourage a positive academic climate with students, community, faculty, and staff for … communication. *(Program Goal #3)* |
| 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 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.” | “To promote and encourage a positive academic climate with students, community, faculty and staff, for instruction and communication.” | The student will exhibit professional behaviors of a paramedic. (*SLO #3)*  To promote and encourage a positive academic climate with students, community, faculty and staff, for instruction and communication. *(Program Goal #3)*  Obtain employment as a paramedic for the local and surrounding communities. *(Program Outcome #2)* |

**Discussion of Instructional Changes Resulting from the Emergency Medical Services Degree Program Student Learning Report**

1. 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** |
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| 1. EMS faculty will be implementing the new EMS Program curriculum in the Spring of 2013 pending approval.  2. New EMS curriculum will be implemented pending approval. No other changes planned.  3. Affective domain rubric was implemented for 2011-2012 and will continue to be used.  4. A standardized online survey tool called Data Arc produced by Committee on the Accreditation for Emergency Medical Services Programs (CoAEMSP) will be used for faculty, student and employer surveys.  5. All program exams are now on-line.  6. Implemented an 8 hour Service Learning activity in EMS 2115 Special Patient Populations course for each student. | N  N  Y  Y  Y  Y | Curriculum was not approved by OU Board of Regents and OSHRE until July, 2013.  See above.  Made students more accountable for professional behaviors expected in the classroom. This resulted in an improved student learning environment.  Survey tool was utilized. Results will not be available until the end of November, 2013.  National Registry exam is computer generated. Taking unit exams on-line helps acclimate the student to this environment.  Enhanced the students’ knowledge and exposure to patient population with which they are not familiar or comfortable. This allows students to address feelings of insecurity and uncertainty while dealing with these populations and learn a skill set that will allow the students to provide a high level of care to these patients following graduation. |

1. 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** |
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| 1B. We recognize that you offer continuing education courses to those who desire to maintain their license. Since the continuing education courses are not included in the degree program, please separate them from the degree program outcomes. Please align student learning outcomes more closely with university, school, and program purposes, and list them as described in question four of student learning report. [Peer rating: Established] | Y  N | CE courses will be separated from program outcomes.  Our school is reviewing the mission statement this academic year. The program will wait to revise program outcomes and/or student learning outcomes until the school’s mission statement has been approved. |
| 2. Please carry over all changes you described that you were going to make from the previous academic year (question five of the previous student learning report) and include all changes you have made which were not listed in the previous report, but were implemented to improve student learning. Discuss if changes were made or not. [Peer rating: Developing] | Y | Ok. |
| 3. Please “List and accurately summarize **all feedback and recommendations** from the committee, and state whether they were implemented or will be implemented in the future.” Please explain why, if they were implemented or not.[Peer rating: Developing] | Y | Ok. |
| 4b. Please make sure measures you discuss in results and conclusion section are the same measures you have listed in column B question four. Describe measurements more clearly. [Peer rating: Established] | Y | Ok. |
| 4c. Please provide performance standard for all learning outcomes. Include highest level of achievement and minimum level of achievement. If pass/fail, please explain the definition of the standard, for example it could appear something like this, “Students are expected to achieve all student learning outcomes at the passing level. If they fail to achieve one learning outcome they will not pass the assignment until they achieve a 100% completion on all learning outcomes.” [Peer rating: Established] | Y | Performance standards and expected levels of achievement are being reviewed. Levels of performance for pass/fail are dictated by the National Registry of EMT standards for certification. |
| 4g. We encourage you to incorporate into the assessment report the number of students who do in fact pass the National Registry Exam. This is a direct measure which measures student learning and professional competency. [Peer rating: Established] | Y | Ok. |
| 5. The changes were clearly explained and the rationale for the changes will increase student learning and will meet the National Accreditation standards, changes will be implemented Spring 2013. [Peer rating: Exemplary] | N/A | Thank you for your comments. |

**Analysis of Evidence of Degree Program Student Learning**

1. For all **student learning outcomes**\*, (as listed in 1B 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 any relevant conclusions related to student performance. Finally, indicate whether the performance standard was met or not.

(\*Health Sciences student learning outcomes are not the same as degree program outcomes. The revised form uses the words degree *program student learning outcomes*. A combination of degree program outcomes plus student learning outcomes? Or is *degree program student learning outcomes* a term that RSU has adopted and expects all programs to use the same terminology? – Comments from N. Diede following review of August 2013 revised template.)

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| **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 comprehension, application, and evaluation of theoretically based EMS subject matter.  2. The student will demonstrate competence in the technical skills exhibited by a paramedic.  3. The student will exhibit professional behaviors of a paramedic.  4. Express satisfaction with the educational experience offered by the EMS Program. | 1a.FISDAP comprehensive program examination  in EMS 2244 EMS Leadership (EMS Program capstone course).  1b. EMS 2244 Research  Paper focuses on topics related to Leadership and Management in EMS.  1c. Capstone project “Development of an EMS System”  2. 12 Practical skills stations according to a rubric established by the National Registry of EMTs.  Rubric contains a point system which identifies The National Registry’s minimum passing score.  3. Clinical Evaluation rubric\* measures professional behaviors in the cognitive, affective, and psychomotor domains as outlined in the National EMS Education Agenda.  4a. Six Month Post Graduate Survey  evaluates the graduates’ satisfaction with their preparation to practice as a Paramedic.  4b.Employer survey evaluates graduates' performance of cognitive, affective, and psychomotor skills. | 1a. 100% of EMS students enrolled in EMS 2244 EMS Leadership will achieve a minimum score of 75% on the standardized, comprehensive final computer examination.  1b. 100% of EMS students enrolled in EMS 2244 will achieve a minimum score of 75% on the Research Paper.  1c. 100% of students enrolled in EMS 2244 will achieve a passing score of 75% or higher on their capstone project presentation.  2.100% of EMS students enrolled in EMS 2244 will pass a total of 12 practical skill stations.  3.100% of EMS students enrolled in EMS 2244 will earn a “Pass” on the Formative and Summative evaluation conducted at mid-semester.    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.  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. | 1a. All EMS students enrolled in EMS 2244 take the final exam.  1b. All EMS students enrolled in EMS 2244 are required to complete the research paper which is graded according to a rubric.  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)  2. All EMS students enrolled in EMS 2244 are included in the sample.  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.  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.  4b.Health Sciences Accreditation Records Specialist has set up the Data-ARC surveys online for employers in October, 2013. | 1a. N=15  1b. N= 15  1c. N=15  2. N=15  3. N=15  4a. N= 15  4b. N not available at this time. | 1a. 100% of students enrolled in EMS 2244 achieved a minimum score of 75% on the examination.  Grade Distribution:  A (90-1OO%)/8  B (80-89%)/7  1b. 100% of students enrolled in EMS 2244 scored 75% or higher on the research paper.  Grade Distribution:  A (90-100%)/11  B (80-89%)/4  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%)/6  B (80-89%)/9  2. 100% of EMS students enrolled in EMS 2244 achieved a passing score on each of the skill stations tested.  3. 100% of EMS students enrolled in EMS 2244 earned a “Pass” on the Formative and Summative evaluation.  4a.Results not available at this time.  4b. Results not available at this time. | 1a. 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 13 students will pass the National Registry Exam.  1b. 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.  1c. 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.  2. Passing the skills stations demonstrates that the students have met the entry competency level for beginning 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 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 behaviors and not act in a similar manner.  Faculty plan to continue using assessment measures for this objective.  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,2013. | 1a. Yes  1b. Yes  1c. Yes  2. Yes  3. Yes  4a. Pending.  Data Arc online surveys will be distributed in October,2013  4b. Pending  Data Arc online surveys will be distributed in October, 2013. |

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| 1. 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.” | | | |
| **Degree Program Outcomes** | **Instructional or Assessment Changes** | **Rationale for Changes** | **Impact of Planned Changes on Student Learning and Other Considerations.** |
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| 1. The student will demonstrate comprehension, application, and evaluation of theoretically based EMS subject matter. | EMS faculty will implement the approved EMS Program curriculum in the Fall of 2013. | All nationally accredited EMS programs are required to begin the new EMS changes in the curriculum. | The curricular changes will enhance the knowledge base of the student and will therefore positively impact their practice as a paramedic. Students who do not complete their EMS program at a nationally accredited institution will not be able to take their National Registry Certification Exam. |
| 1. The student will demonstrate competence in the technical skills exhibited by a paramedic. | EMS faculty will implement the approved EMS Program curriculum in the Fall of 2013. | New National EMS Agenda has been released and certification testing is changing. All nationally accredited EMS programs are required to implement the new EMS changes. | The curricular changes will enhance the knowledge base of the student and will therefore positively impact their practice as a paramedic. Students who do not complete their EMS program at a nationally accredited institution will not be able to take their National Registry Certification Exam. |
| 1. The student will demonstrate competence in the technical skills exhibited by a paramedic. | A simulation lab in the form of an ambulance patient compartment was added to HS172. | Simulation enhances the students’ clinical practicum experience and mimics the environment in which the student will work following graduation. | The new ambulance patient compartment in the classroom will allow faculty to assess student competency. With the addition of closed circuit cameras, faculty and students can critique their skill performance during simulated lab activities. |

1. (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

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| **Best Practice** | **Contact Person** | **Description** | **Educational Impact** |
| Incorporating simulation in all paramedic courses prepares students for the professional practice setting. | Clem Ohman  Larry Brewer  Mike Miller | The EMS program utilizes high-, moderate-, and low fidelity manikins for simulation. Faculty utilizes pre-programmed scenarios as well as scenarios developed by the faculty. A fully functioning ambulance patient care compartment completes the simulation experience for the student. | Simulation activities enable students to apply skills and critical thinking which increases retention of didactic and practical skills content. |

1. Assessment Measures:
2. How many different assessment measures were used? *7*
3. List the direct measures: Comprehensive final computer examination, research paper, capstone project, class presentation, practical skills examination, clinical evaluation form, Employer surveys.

1. List the indirect measures: Six month post graduate survey, Course grades.

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