Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Emergency Care and Rescue
Academic Year of Report: 2015/16
Date Submitted: November 22, 2016
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A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

___ **Information is current; no changes required.**
_X_ **Information is not current; updates below.**

Update:
Emergency Care & Rescue

The Emergency Care and Rescue (EC&R) department at Weber State University (WSU) began offering Emergency Medical Services (EMS) training in the early-1970s, making it the first program of its kind in Utah and one of the earliest in the nation. The program continues to provide Utah, the Intermountain West, and beyond with the highest commitment to prehospital emergency medicine education.

The EC&R paramedic program was also the first accredited program in the state of Utah and one of the first nationwide. WSU's paramedic program was initially JRC accredited in 1984. In 2011 the program was site visited for its sixth CoAEMSP re-accreditation upon which it received no citations and numerous superlative comments. The next accreditation site visit is scheduled to occur in the Fall of 2017.

Currently, EC&R provides courses in EMT-Basic, EMT- Paramedic and selected continuing education courses including Tactical EMS and Critical Care Transport. The EC&R Department offers a paramedic institutional certificate, an associate of applied science in paramedic studies, and in the Fall of 2016, began offering a bachelor of science in emergency healthcare sciences.

More than 95 percent of WSU's graduates are employed upon graduation and are eagerly sought out by EMS/Fire agencies and health care facilities across the nation.

Emergency Care & Rescue Department Website

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B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If the information is not current, please provide an update:

_X_ Information is current; no changes required.
___ Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If they are not current, please provide an update:

_X_ Information is current; no changes required.
___ Information is not current; updates below.

D. **Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.

If the curriculum grid is not current, please provide an update:

_X_ Information is current; no changes required.
___ Information is not current; updates below

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee's planning documentation.

Assessment plan:

No changes necessary

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

Learning Outcome	Method of Measurement	Threshold for Acceptable Performance	Results of Assessment	Interpretation of Findings	Action Plan
National Registry Paramedic Assessment	Computer adaptive testing	90%	Students met acceptable performance 100% of the time.	Methods effective	No changes needed
HESI Predictive Paramedic Assessment	Computer predictive testing of success on National Registry Assessment	54% - 6 of 11 achieved higher than the cutoff of 650	Below expectations	This cohort of students consisted of a high percentage of very young students with no previous college or EMS experience	Structured remediation yielded 100% pass on the National Registry Assessment.
Clinical and Field Readiness	Objective rubric assessment of clinical skills, assessment, and team leadership	A rating of "3" on all competencies is required for progression to field internship.	100% of students ultimately obtained the minimum threshold to enter field internship	Objectives met	No changes needed
Affective Domain	Students required to maintain 12 components of Affective Domain without punitive actions required	95%	100% of students maintained threshold to complete program	Objectives met	No changes needed
Benchmark Competencies	Benchmarks are varied assessment tools implemented	Measure #1 Pass/Fail on	100% of students obtained pass on rubric assessments.	Objectives met	No changes needed

	for the purpose providing exit points for candidates that do not meet competencies. Most benchmarks are rubric style objective assessments	objective rubric assessments. Measure #2 80% on mid-course, capstone, and oral examination.	100% of students ultimately met 80% threshold on benchmarks.		

b.   Evidence of Learning: High Impact or Service Learning

Paramedic students are required to successfully complete a minimum of 480 hours of field internship as a capstone to the program. In addition to the minimum hours, students are required to meet a minimum competency of 50 ALS team leads in addition to meeting a minimum number of successful, proctored attempts at numerous predetermined skills and interventions in the live field environment. All of the above is completed under the direction of an assigned experienced field proctor on an advance life support transporting EMS unit. The student must ultimately earn the confidence of said field proctor before being eligible for recommendation of the National Registry assessment. Because this is the environment of the proctor, he or she is given autonomy on determining the competency of the student.

The cohort for the 2015/2016 academic year resulted in the success of 91% of the cohort who entered the field internship. One student did not successfully earn the recommendation of the field proctors and was subsequently recommended for National Registry testing at a level lower than paramedic. It was determined that this student perhaps should have exited the program at one of the earlier benchmarks. The grading rubric for PAR 3010 – Medical Emergencies was edited in an effort to evaluate students more on their competency as a knowledgeable, entry level paramedic provider rather than on simple attendance and observation.

c. Evidence of Learning: General Education Courses – **Not applicable**

G. **Summary of Artifact Collection Procedure**

Artifact	Learning Outcome Measured	When/How Collected	Where stored
Oral Examination Board	Certification Competency	Last week of program	Student file
HESI Predictive Exam	Certification Competency	Last week of program	HESI/student file
PAR 2100 Capstone Final	Certification Competency	Last week of program	Chitester/student file
PAR 2100 EKG Exam	Certification Competency	Last week of program	Chitester/student file
PAR 2110/2120 Clinical/Field Competency	Certification Competency	Exit points of program	Student file
PAR 2040 Paramedic Mock Skills Exam	Certification Competency	Last week of program	Chitester/student file
PAR 2040 NRP Skills Exam	Certification Competency	Last week of program	National Registry
PAR 2040 Mid-Term Competency Exam	Certification Competency	Last week of program	Chitester/student file
PAR 2040 Pediatric Team Leadership	Certification Competency	Last week of program	Student file
PAR 2040 Cardiac Team Leadership	Certification Competency	Last week of program	Student file
PAR 2010 EKG ACLS competency Exam	Certification Competency	Last week of program	Chitester/student file

Appendix A – No applicable

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2015-16	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	1
Full-time Tenured	
Full-time Non-Tenured (includes tenure-track)	1
Part-time and adjunct	
With Master's Degrees	1
Full-time Tenured	1
Full-time Non-Tenured	
Part-time and adjunct	
With Bachelor's Degrees	1
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	1
Other	1
Full-time Tenured	
Full-time Non-tenured	
Part-time	1
Total Headcount Faculty	4
Full-time Tenured	1
Full-time Non-tenured	1
Part-time	2

Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?

   - The program has become more aggressive in designing potential exit points that captures students that lack the ability to successfully complete the capstone requirements of the paramedic program.

2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

   - Our students take a "no harm – no foul" predictive examination prior to graduation and the national certification attempt. This examination is highly predictive of success both on the national assessment as well as in their abilities as an entry level prehospital clinician.