Paramedic Education Program
Assessment Report

2015-16 Assessment Activities

The program faculty conducted formal assessment of three student learning outcomes during the 2015-2016 academic year.

Student Learning Outcome #1: An ability to understand, interpret and apply EMS and general medical knowledge necessary to function in a healthcare setting.

We will use four measures of this outcome:
1. The **NREMT Psychomotor exam** is the comprehensive exam administered by the National Registry of EMT's that prospective paramedic candidates can take after completing the didactic portion of the paramedic program and is required to obtain a license to practice within the state of Oregon. Our target is to have 80% of the students pass with one attempt and for 90% to pass within 3 attempts.

Table 1:

3. **The CoAEMSP Graduate Summary Report** is the annual survey of the past year's graduates that we do as part of our accreditation. The survey queries the students as to how well our program prepares them to function in a healthcare/EMS environment**.** The survey is divided into three broad categories: Cognitive, Psychomotor and Affective, which match the three Learning Outcomes listed in this Assessment Report. Our target for Learning Outcome #1 is that 90% of the survey respondents check either 4 or 5 in response to each Cognitive question. The CoAEMSP Graduate Summary Report is included here as Appendix 1.

> **Results: Graduates of the 2015 cohort were surveyed in the fall of 2016 giving them 6-12 months of field employment experience. They rated a series of questions for each of the three learning domains on a scale of 1 to 5. The summary of their responses for learning outcome #1 include:**
>
> **Cognitive Results = 99% of responses indicating a 4 or 5**

4. The CoAEMSP Employer Summary Report is the annual survey of the past year's graduates' employers that we do as part of our accreditation. The survey queries the employers as to how well our program prepares the employed graduate(s) to function in a healthcare/EMS environment**.** The survey is divided into three broad categories: Cognitive, Psychomotor and Affective, which match the three Learning Outcomes listed in this Assessment Report. Although we have included this year's survey as part of this Assessment Report, we will only evaluate the information in these surveys every 3-5 years when we will evaluate the results of all years combined. Our reason for this is that although we feel that the information gathered is significant, the number of respondents is small. Our target for Learning Outcome #1 is that 90% of the survey respondents for the three years' surveys check either 4 or 5 in response to each Cognitive question. The CoAEMSP Employer Summary Report is included here as Appendix 2.

> **Results: 6 employers who had hired graduates from the cohort were asked to respond to similar questions rating the three learning domains on a scale of 1 to 5. Their response is summarized below:**
>
> **Cognitive Results = 99% of response indicating a 4 or 5**

Summary of Assessment Results for Learning Outcome #1
After discussion, two elements are important to evaluate for outcome #1:
  1. Assessment quality:
        We have four independent and temporally distinct measures to address this single learning outcome.
        Our problem with the value of all of these assessments is the small sample size. This is particularly problematic with the CoAEMSP reports as we are dependent on the response of employers and graduates. Despite our diligent attempts, the number of respondents for these two reports remains low. Additionally because our class size is usually < 35 students, Measures #1 and #2 represent a small sample size as well.
        Because of the small sample sizes, we have discovered that the performance of only one or two students (or graduates) can significantly impact whether we have successfully met our

3

goals. For this reason we have lowered our targets somewhat from previous years. Additionally In 2020, we plan to evaluate the results of 2016-2020 together in order to get a more complete assessment.

2. Student performance:
Students are exceeding or meeting all four of the four measures for the learning outcome, and most importantly, successfully passing their national board exams and indicate that they feel qualified to perform their jobs once employed.
Future years will attempt to better isolate year-over-year changes as well as increase the analyzed sample size through a rolling 5 year window for improved visibility to potential student performance improvements.

Student Learning Outcome #2: An ability to perform a broad range of paramedic level EMS skills both difficult and routine.

We will use three measures of this outcome:

1. The **Final Skills Exam**

Student Learning Outcome #3: An ability to conduct oneself in a professional manner and show proficiency in interpersonal relations and communication.

We will use three measures of this outcome:
  1.

target for Learning Outcome #3 is that 90% of the survey respondents for the three years' surveys check either 4 or 5 in response to each Affective question. The CoAEMSP Employer Summary Report is included here as Appendix 2.

Results: Six employers who had hired graduates of the 2013 cohort were asked to respond to similar questions rating the three learning domains on a scale of 1 to 5. Their response is summarized below:

Affective = 99% of responses indicating a 4 or 5

After discussion the faculty of concluded the following:

We met all goals for this learning outcome.

This learning outcome also suffers from a low sample size making generalizing the results difficult. For this reason we have lowered our targets somewhat from previous years. Additionally In 2020, we plan to evaluate the results of 2016-2020 together in order to get a more complete assessment.

This is the most difficult of the outcomes to assess, as evaluation is the most subjective. Additionally, we rely completely on a variety of evaluators outside of our department that tend to turnover every year (externship preceptors and employer contacts) to provide the assessment. This makes consistent and uniform evaluation problematic.

We have a strong belief that one of the most effective methods to teach professionalism to our students is to model this behavior. Towards this end, during the past year we instituted a Mentoring Program. We have recruited recently graduated alumni, who have not only shown beginning success in the employment realm, but who also demonstrate the ethical behavior and professionalism that we want to foster in our students. We have paired each student with one of these Mentors and set up guidelines for communication. While this program has only been in existence for just over one year, we have some initial indication of student interest in the program. A mid year survey showed that 75% of students in the class of 2015-2016, found the program "useful". The complete survey is submitted with this Assessment Report.