

AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

EMERGENCY MEDICAL SERVICES ADMINISTRATION

Assessment Type: Academic Program

Year/Term: AY19

Level: EMSA 315 (ol)

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: Program Civic Engagement Rubric

Measurement Scale: 3-1

Sample Size: 4

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
Explains how to provide acute illness, injury care, and follow-up to the public.	3	75%	1	25%	0	0%
Contributes to the treatment of chronic conditions for the public good.	3	75%	1	25%	0	0%
Contributes to community health monitoring for the public good.	3	75%	1	25%	0	0%
Employs EMSA principles to research & civic experience in order to contribute to the common good.	3	75%	1	25%	0	0%
Means		75%		25%		0%
% scoring 2 or 3						100
Benchmark:	100%	Institutional benchmark median percentage of students meeting "Proficient" or "Adequate" levels				
Median % Achieving Benchmark:	100%	percentage of students meeting "Adequate" or "Proficient" levels				

Closing the Loop Statement

1) Summary.

There were 4 students in this section and 3 scored a 3 with the remaining student scoring a 2. Ordinarily there would have been several more students but some elected to take certain gen eds last term instead. They will be part of the 2020 class.

The EMSA program is designed to walk students through the material based upon a national model curriculum. EMSA 315 involves EMS education concepts and design and is carefully designed to introduce students to teaching and learning strategies for adult learners in a high-pressure field. It's abnormal for students to do poorly in this course due to the nature of the discipline. Students are primarily career or pre-career fire/EMS students who have already completed a number of rigorous courses. This course involves civic engagement as the course is intended to introduce a student to teaching adults in EMS education and that is primarily targeted at the community level (first aid/CPR, First Responder, EMT, etc.). This particular instructor is a 30+-year veteran fire and EMS chief who happens to sit on the national committee that develops and approves the national curriculum. This is the first year that EMSA 315 was assessed for civic engagement so there is no track record for comparison. It can be noted that the individual who scored a 2 has a history of inadequate submissions resulting in a lower grade across the program.

Action Plan

We intend on embedding the rubric in the course shell to make it easier for the instructor to score the assignment. That was an unintentional oversight on the program chair's part. The civic engagement VALUE rubric was adapted to reflect the priorities of a federal government white paper setting out future EMS priorities and, therefore, is perfectly suited for this type of assessment. The EMSA program only offers UD classes so only the 300 and 400 level courses are assessed.

Assessment results will be shared with program faculty and included in the annual program assessment.

AY20 Civic Engagement Improvement Plan Recommendation (Office of the Vice Provost for Academic Quality)

EMSA's approach to Civic Engagement is based on a strong professional model developed at the national level. The EMSA 315 analysis demonstrates an exceptionally clear course conception, effective assignment design and sequencing of steps, with a clear, succinct, insightful analysis of results, indicating how the program's Civic Engagement outcome aligns well with the national norm. Especially impressive is the way Civic Engagement is revisited throughout the curriculum and is central to the program's mission, as it should be.

The AY20 EMSA's Civic Engagement Improvement Plan: The program should follow through on the suggestion above to include its Civic Engagement rubric in the course shell. The Teaching & Learning Technology Coordinator is available for working with the program to design an easy-to-use system for embedding program outcomes in course shells. However, that's a tall order in Canvas, which is not

particularly adept in this regard. Nevertheless, success would create an institution-wide model. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.