AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

EMERGENCY MEDICAL SERVICES ASMINISTRATION

Assessment Type: Academic Program
  Year/Term: AY19

Level: EMSA 415 (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.	2	50%	2	50%	0	0%
Contributes to the treatment of chronic conditions for the public good.	2	50%	2	50%	0	0%
Contributes to community health monitoring for the public good.	2	50%	2	50%	0	0%
Employs EMSA principles to research & civic experience in order to contribute to the common good.	2	50%	2	50%	0	0%
Means		50%		50%		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.

Students scoring a 2 were generally missing a few assignments and were less diligent at answering questions <u>thoroughly</u> yet demonstrated adequate understanding of the material. Program design is believed to be well within expected academic parameters and follows national model guidelines for this subject. Most students are experienced in the field and should be expected to do well. The instructor is engaged in the course and has more than 30 years of experience in the subject. He is also a member of the national body who sets the academic standards for this course and students speak well of him.

There were no dips in performance per se. The criteria is being evaluated slightly differently and applying the criteria to penalize students who aren't demonstrating, via their (missing) assignments and less-thorough answers, thus differentiating them from the students with better work. It is entirely likely that the adequate students have a proficient understanding but simply didn't demonstrate it through missing assignments and lack of through answers.

Action Plan

We will emphasize turning in all assignments and the importance of demonstrating a thorough understanding of the topics as this is a real-world health issue. The course is designed and intended to be a model for analyzing community needs and deploying community resources in the most efficient manner in order to maximize community health and safety. This data will be shared with community and state partners to demonstrate EOU's commitment and effectiveness at preparing students for this role in their community.

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 EMSA415 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.

<u>The AY20 EMSA's Civic Engagement Improvement Plan</u>: The program should follow through on the suggestion above to develop a plan for clearer articulation of expectations for students to demonstrate a professional approach to turning in assignments. In addition, a clearer student understanding of what constitutes a "thorough" response should be addressed program-wide. The Vice Provost is available to think through strategies for this specific outcome.

As with the AY19 EMSA 315 assessment, the program should include its Civic Engagement rubric in the course shell. The program should also develop a plan to make all its rubrics for its outcomes available to for each course. 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.