

Department/Program Assessment Plan

Department/Program: EMS/Paramedic

Contact Person: Joel Henderson

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1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Curriculum Map

Courses	Program Cognitive Objective: Demonstrate the ability to comprehend, apply, and evaluate the clinical information relative to his role as an entry-level Paramedic in Cascade County, the State of Montana, and the U.S.	Program Psychomotor Objective: Demonstrate technical proficiency in all skills necessary to fulfill the role of entry-level Paramedic in Cascade County, the State of Montana, and the U.S.	Program Affective Objective: Demonstrate professional and employer expectations for the entry level Paramedic in Cascade County, the State of Montana, and the U.S.
ECP 203	R	R	R
ECP 209	R		R
ECP 210	R		R
ECP 211	R	R	R
ECP 212	P	P	P
ECP 215	R	R	R
HTH 140	R	R	R
ECP 237	R		R
ECP 238	R		R
ECP 239	P	P	P
ECP 241	P	P	P
ECP 245	P	P	P
ECP 240	P	P	P

ECP 298	P	P	P
ECP 131	I	I	I

B= student ability to demonstrate the learning outcome is considered basic

I = student ability to demonstrate the learning outcome is considered introductory

R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences

P= student ability to demonstrate the learning outcome is considered proficient

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
ECP 203	X	X	X		X	X				X				
ECP 209	X	X	X		X	X				X		X		
ECP 210	X	X	X		X	X				X				
ECP 211	X	X	X		X	X		X		X	X			
ECP 212	X	X	X					X	X					
ECP 215	X	X	X			X	X				X			
HTH 140	X	X	X							X				
ECP 237	X	X	X		X					X		X		
ECP 238	X	X	X		X					X				
ECP 239	X	X	X		X			X			X			
ECP 241	X	X	X		X			X	X					
ECP 245	X	X	X			X	X				X			
ECP 240	X	X	X		X									
ECP 298	X	X	X		X	X					X		X	X
ECP 131	X	X	X	X	X	X					X	X	X	X

CLOs: Critical Thinking

Communication

Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE) Learning Community (LC) Writing-Intensive Courses (WIC) Collaborative Assignments/Projects (CAP) Undergraduate Research (UR) Diversity/Global Learning (DGL) ePortfolios (eP) Service Learning (SL) Internships (IN) Capstone Courses/Projects (CCP)

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when program outcomes will be assessed and where. The assessment cycle should be 5 years or less.

*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Course	Year Reported	Program Outcome
ECP 203	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 209	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Affective Objective
ECP 210	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Affective Objective
ECP 211	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 212	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 215	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
HTH 140	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 237	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Affective Objective
ECP 238	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Affective Objective

ECP 239	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 241	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 245	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 240	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 298	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective
ECP 131	2018 (program review), 2022 (accreditation self-study due)	Program Cognitive Objective Program Psychomotor Objective Program Affective Objective

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. Please note here 1) when reflections will be completed (e.g., fall, spring, summer), and 2) any additional assessment processes your department/program will follow.

- a. We will complete reflections in the spring.
- b. Our accreditation requires an annual progress report. We also review programmatic progress in our advisory meetings annual.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice.

Department/Program Assessment __X__

What is the tool or assessment? We assess student's CLOs throughout our program; however, as part their programmatic "terminal competencies" we evaluate their overall success. We have a final affective evaluation form. We evaluate reports and evaluations provide through their clinical and internship experiences. We evaluate their CLOs as part of their cognitive unit and summative exam, as well as individual and final practical exams.

Individual Faculty Assessment _____

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

For this year, we will not attempt any major changes due to Covid-19. Our goal will be to get this cohort through to graduation.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu