

June 2013

Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program Emergency Medical Services

CTE or Occupational Program Outcome 1. Effectively communicates as an EMS professional.

Program Outcome Performance Indicator	Curriculum or Courses (Strategies)	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
Demonstrate competency in effective verbal communication when interacting with both patients and other healthcare professionals.	EMS150 EMS200 EMS 202 EMS 214 EMS236 EMS254 EMS258	Clinical performance evaluation documentation	Clinical preceptors evaluation	Clinical rotations	Clinical coordinator	Program faculty
Able to communicate utilizing written patient reports as is consistent with industry standards.	EMS150 EMS200 EMS236 EMS254 EMS258	Clinical performance evaluation documentation Clinical patient written and electronic documentation	Clinical preceptors evaluation Clinical coordinator evaluates	Clinical rotations	Clinical coordinator	Program faculty

Results _____ (date):

Actions _____(date):

Second-Cycle Results _____(date):

June 2013

Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program Emergency Medical Services

CTE or Occupational Program Outcome 3. Demonstrates the ability to competently deliver Prehospital emergency medical care.

Program Outcome Performance Indicator	Curriculum or Courses (Strategies)	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
Demonstrates competency in applying in utilizing the equipment and procedures standard to Prehospital assessment and treatment	EMS150 EMS200 EMS202 EMS214 EMS206 EMS212 EMS224 EMS236 EMS254 EMS258	Classroom examination and practical examinations Clinical performance evaluation documentation	Formal written examinations Clinical preceptors evaluation	Schedule class time Clinical rotations	Classroom instructors Clinical coordinator Program coordinator	Program faculty
Demonstrate knowledge and understanding of illnesses and mechanisms of injury commonly encountered in the Prehospital setting	EMS150 EMS200 EMS212 EMS218 EMS224 EMS230 EMS236 EMS254 EMS258	Classroom examination Clinical performance evaluation documentation	Formal written examinations Clinical preceptors evaluation	Scheduled class time Clinical rotations	As stated above	As stated above
Demonstrates competency in assessing and triaging prehospital patients.	EMS150 EMS200 EMS202 EMS214 EMS212 EMS218 EMS224 EMS230 EMS236 EMS254 EMS258	Classroom examination Clinical performance evaluation documentation	Formal written examinations Clinical preceptors evaluation	Scheduled class time Clinical rotations	As stated above	As stated above
Demonstrates competency in providing appropriate Prehospital interventions and treatments.	EMS150 EMS200 EMS 202 EMS 214 EMS212 EMS218 EMS224 EMS230 EMS236 EMS254 EMS258	Classroom examination Clinical performance evaluation documentation	Formal written examinations Clinical preceptors evaluation	Scheduled class time Clinical rotations	As stated above	As stated above

Results _____ (date):

Actions _____(date):

Second-Cycle Results _____(date):

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Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program Emergency Medical Services

CTE or Occupational Program Outcome 2. Demonstrates professional behaviors associated with a Prehospital professional.

Program Outcome Performance Indicator	Curriculum or Courses (Strategies)	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
Demonstrates professionalism, compassion, patient advocacy, and ability to work as a team. Member with other healthcare professionals.	EMS150 EMS200 EMS236 EMS254 EMS258	Clinical performance evaluation documentation	Clinical preceptor evaluation	Clinical rotations	Program coordinator	Program faculty
Demonstrate a core knowledge of the laws related to the delivery of Prehospital care and provides care accordingly	EMS150 EMS200 EMS 214 EMS236 EMS254 EMS258	Classroom examinations Clinical performance evaluation documentation	Formal classroom examination Clinical preceptor evaluation	Scheduled class time Clinical rotation	Classroom instructor Program coordinator	Program faculty

Results _____ (date):

Actions _____(date):

Second-Cycle Results _____(date):

June 2013

Program Outcomes (PROGRAM level)

MCC Career and Technical Education (CTE) Program Emergency Medical Services

CTE or Occupational Program Outcome 4. Demonstrate an understanding of basic emergency medical systems operation.

Program Outcome Performance Indicator	Curriculum or Courses (Strategies)	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
Able to list the hierarchy of EMS certification	EMS150 EMS200	Classroom evaluation	Formal written examinations	Schedule class time	Classroom Instructors	Program faculty
Able to explain the function of other public service organizations as those functions relate to the delivery of Prehospital care	EMS150 EMS200 EMS 214 EMS236 EMS254 EMS258	Classroom evaluation Clinical performance evaluation documentation	Formal written examinations Clinical preceptor evaluation	Scheduled class times Clinical rotations	Classroom instructors Program coordinator	Program faculty
Demonstrate the ability to perform as a team leader and successfully manage a Prehospital emergency scene.	EMS150 EMS 214 EMS212 EMS218 EMS224 EMS230 EMS236 EMS254 EMS258	Classroom evaluation Clinical performance evaluation documentation	Formal practical examination Clinical preceptor evaluation	Scheduled class time Clinical rotations	Classroom instructors Program coordinator	Program faculty

Results _____ (date):

Actions _____(date):

Second-Cycle Results _____(date):

Glossary of Terms:

CTE or Occupational Program Outcome: Knowledge, skill, attitudes, values, etc. that students should be able to demonstrate by the end of an MCC Career and Technical Education (CTE) program.

Performance Indicator: Performance Indicators are measurable and indicate the specific characteristics students should exhibit in order to demonstrate desired achievement of the Program Outcome/s. The expected performance should be specified by name, using an observable action verb which defines the level of learning expected (e.g. list, interpret, discriminate, or define).

Curriculum or Courses (or Strategies): The courses or activities that are designed to provide opportunities for students to learn, practice, and/or demonstrate the performance criteria. This identifies how the curriculum is aligned with the projected outcome. For program assessment, **required** courses are generally listed.

Assessment Method: The assessment tool(s) that will be used to assess student learning.

Context for assessment: The course or other setting in which the assessment data will be collected. For program assessment it is not necessary—or even desirable—to analyze data from every course or setting in which the Program Outcome is addressed, nor are data needed from every student. Sampling strategies can be used where appropriate.

Time of data collection: Identifies when the assessment data will be collected.

Assessment Coordinator: The person responsible for collecting the assessment data.

Evaluation of Results: The person/group responsible for determining the meaning of the assessment results and making recommendations for action.

Results: The outcome from data collection and analysis.

Actions: Based on the findings, the actions taken which have been recommended to improve student performance.

Second- Cycle Results: The outcome based on assessment and evaluation after taking action on earlier data collection and analysis.

EXAMPLE: Program Outcome: Students will think critically.

Performance Indicator	Curriculum, Courses (Strategies ¹)	Assessment Method(s)	Context for Assessment	Time of data collection	Assessment Coordinator	Evaluation of Results
1. Accurately interprets evidence, statement, graphics, questions, etc.	CM113, CM433, HS234, HS455, MA355, CS201	Locally developed exam, scoring rubrics	HS 234, CM433	Fall and Spring Semester	Fall: Spring:	Department Curriculum Committee
2. Identifies the salient arguments (reasons and claims) pro and con.	HS322, HS102, HS234, CM433	Locally developed exam, scoring rubrics	HS 234, CM433	Fall and Spring Semester	Fall: Spring:	Department Curriculum Committee
3. Thoughtfully analyzes and evaluates major alternative points of view.	HS102, HS322, CM324, CM433	Locally developed exam, scoring rubrics	HS 234, CM433	Fall and Spring Semester	Fall: Spring:	Department Curriculum Committee
4. Draws warranted, judicious, non-fallacious conclusions.	HS322, CM324, CM433, CM444	Locally developed exam, scoring rubrics	HS 234, CM433	Fall and Spring Semester	Fall: Spring:	Department Curriculum Committee
5. Justifies keys results and procedures, explains assumptions and reasons.	HS322, CM324, CM433, CM444	Locally developed exam, scoring rubrics	HS 234, CM433	Fall and Spring Semester	Fall: Spring:	Department Curriculum Committee

Results __Spring 2005__ (date): It was observed that, overall, students were able to demonstrate competence at an acceptable level (over 75% of the sample) on criteria 1, 2, and 3. However, on criterion 4 and 5 (46% and 43% respectively) students were not performing at an acceptable level.

Actions __Fall 2006__ (date): Based on the analysis of the results, the department asked faculty to provide the critical thinking evaluation rubrics to students with the course assignments where the students were provided opportunities to demonstrate their critical thinking skills as defined by the criteria. Faculty decided that they would review their assignments to be sure that students were given adequate opportunities to demonstrate the performance identified. Faculty also agreed to make students performance on the criteria a part of their grade for the assignment. The Teaching/Learning Center will provide seminars on improving student critical thinking.

Second-cycle Results __Spring2006)__: After implementing the recommendations, students continued to perform well on criteria 1, 2, and 3 (81%, 78% and 76% respectively). Performance also improved for criteria 4 and 5 (58% and 62% respectively).

¹ Multiple course are generally listed—both general education (core curriculum) AND major courses that contribute to student learning.

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