Paramedicine - Associate of Applied Science

Current Compliance Year: 2024-2025
Full review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
  - A full copy of your previous report with the SLOA of record attached.
  - A folder with previous SLOAs as individual documents.
- The Resources folder contains:
  - Templates for creating or updating SLOAs.
  - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the Academic Program Review Website.

If you have questions or concerns during this process, please reach out to mailto:uaf-accreditation@alaska.edu

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

No overall feedback was provided during your last review. No response is necessary.

Response to Previous Recommendations (if any):

(250 Word Limit)

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Missing curricular connection,Missing collaboration in department

There is a repeat of the outcomes rather than a discussion of results, or analysis. All outcomes say that "program coordinator will evaluate," but there is no indication of how. There should be a consistent method of evaluation rubric aligned with the outcomes. Methods for assessing communication, computation and human relation skills are based on GER outcomes in GER courses.

The report says "coordinator will consult" but there is no indication that this happens, or what the results are.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

SLOA outcomes are assessed on an annual basis via the CoAEMSP Accreditation Annual report. These findings are posted on the program website. Latest data for the annual report is from calendar year 2022 reported in May 2024. Retention of students 70% (15% of the non retained students went to work in the industry prior to completion of program) National Registry Certification Exam pass rate 93%, National Registry Psychomotor Exam pass rate 100% Job Placement after completion is 100%

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

(250 Word Limit)

Supporting Documents
Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?
If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

Are communication outcomes embedded in the SLOA Plan?
As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Embedded:	
Not Embedded:	x

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons
Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

It would be helpful to see some discussion of the tags that you have chosen. The report cites decrease in degrees and increase in pass rates, but neither of those are clear looking at the data. You did not select equity gaps, but there are a few if you analyze the data (fewer [redacted] graduate, for example).

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence	x		
Pass Rates		x	
Student Credit Hours		x	
Majors		x	
Degrees Awarded		x	
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. **Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.**

The largest equity gap was the difference in the percentage of [redacted] students in the program at 62.7%/37.3% respectively. Compared to the degree percentage [redacted] 20%/80% respectively. We will work with advising to increase the awareness of the AAS degree with a goal of increasing [redacted] students earning degree completion.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

(250 Word Limit)

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

The program incorporates a required internship. No others are selected, though it seems reasonable that there must be some. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships	**x**	Scholarly Activities	
Service or Community-based Learning	**x**	Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

Clinical experience is a required part of the program. This experience is completed at local community partner agencies such as local fire departments and the hospital. The students are paired with an experienced paramedic or nurse gaining experience with patients in a controlled setting allowing for education to be productive. Students are evaluated and required to complete student minimum competencies from our accreditation.

Internships

Internship is a required part of the program. These internships are completed at various EMS or Fire agencies in the lower 48. The students are paired with an experienced paramedic earning real world experience while completing the required student minimum competencies from our accreditation.

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next review. Please carefully review the information below and make any corrections or updates as needed to ensure accuracy for the next program review cycle. If any sections are incomplete, please ensure that you provide the necessary information. This will allow you to start from an updated baseline when you revisit these elements in future submissions.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Financial Feedback

Feedback will be provided once you have completed a full review.

Previous Profile Feedback

Feedback will be provided once you have completed a full review.

Cost Effectiveness (250 Word Limit)

How does your department/program approach being cost effective?

The EMS program relies on community partnerships with the local fire service and hospital workforce to provide additional instructional support. Our industry partners allow us full access to ambulances, emergency room and other departments. Without these partners we would not be able to complete the requirements for each student and would need to provide transportation to outside facilities to complete accreditation requirements.

Program's Value to Mission (250 Word Limit)

Duplicative Programs (250 Word Limit)

Community or Other Partnerships (250 Word Limit)

Value of Service Courses (Optional) (250 Word Limit)

Post-Graduate Success (250 Word Limit)

As mentioned previously our most current data revealed a 100% job placement post graduation. The 4 year average for our program is 90.5% job placement.

Submission

Submitter & Collaborator Names

Kenneth R Berndt

Submitter Email

krberndt@alaska.edu

UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan

Associates of Applied Science - Paramedicine

Community and Technical College

5/3/2021

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The mission of the UAF-CTC Paramedic program is to prepare students for employment as competent entry level paramedics. **GOAL STATEMENT**: 1) The ability to comprehend, apply and evaluate clinical information relative to the role of an entry level paramedic. 2) The technical proficiency in all skills consistent with the role of an entry level paramedic. 3) Personal behaviors consistent with professional and employer expectations of a paramedic (i.e., integrity, teamwork, compassion, empathy, motivation, communication, and confidence).	Students who complete the Paramedicine A.A.S. will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within emergency services and related fields.	Graduates will pass the program's practical and written final exam. Paramedic students will maintain an Educational Portfolio of the paramedic course.	The program coordinator will analyze the results of the paramedic practical and written final exam given in EMS F282. The program coordinator will analyze the contents of each graduate's Educational Portfolio. The program coordinator will analyze the results of a Yearly Survey of Graduates as well as Employers to be conducted by the Program Coordinator who will disseminate results of the survey to the Paramedic Advisory Board
	Graduates will be able to pass the National Registry Paramedic written and practical exam and satisfy the criteria established by the state medical board for license as a Mobile Intensive Care Paramedic.	Graduates will possess the knowledge and skills to pass the National Registry Paramedic written and practical examination	The program coordinator will analyze the results of the National Registry Paramedic practical and written exam
	Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.	Student outcomes provided by core curriculum faculty in ENGL 111X, ENGL 212X, COMM 131/141X, MATH 105, SOC 100X, and HLTH 114.	Program director will annually consult with listed programs every spring to verify that student outcomes meet program requirements

Submitted by:

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

The Paramedicine program seeks to align its mission with that of UAF CTC. The goal of preparing students is to meet the demands of the workforce and establish strong ties to the community. The program relies on industry partners to provide additional instructional support. However, the depth of the application of the program is missing in its description across all the sections. Highlighting the practical applications throughout the program as students meet the requirements for completion would provide more in-depth understanding of the program. The high-impact practices were very limited in how students are evaluated for competencies in the program.

Student Learning Outcomes Feedback (tags)

Strong		Developing	X
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	X
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

The outcomes are concise. Alignment across the SLOA is missing especially in the Assessment Criteria and Implementation. The use of Educational Portfolio was stated in the Assessment Criteria but there is no identification or mention of how it aligns with the curricular. Revisions to the SLOA plan would strengthen the outcomes and highlight the applicability of experiences for completion in the program. The plan's (what, when, who) elements are not explicitly evident or demonstrated in the layout. Providing more details in these areas would showcase the expected outcomes.

Student Success & Equity Feedback (narrative)

Pass rates on National exams and job placement have been consistent based on program outcomes. However, the program recognizes the disproportionate numbers and the need to improve [redacted] completion rates. The equity gap identified the number of [redacted] (62.7%) in the program versus the number (20%) receiving a degree. At the same time, there are [redacted] (37.3 %) in the program, with (80%) receiving a degree. Advising is a suggested way to increase awareness and improvement with [redacted] students. Build on this knowledge and strengthen recruitment to increase the number of [redacted] enrolling for the program.

High-Impact Practices Feedback (narrative)

The program updated its high-impact practices to include service or community-based learning. Before this addition, the program only identified internships. The previous report suggested incorporating other practices to increase student engagement and success thus the service or community-based learning as added. Promoting real-life experiences enhances exposure and opportunities for students to engage actively in the learning process. I love the idea of pairing students with experienced professionals in the field in numerous community agencies for additional instructional support. However, the education portfolio mentioned in the SLOA was not one of the high impact practices they identified and it would be good to demonstrate how this connects with students' learning.

Profile Feedback

Mission-Centric to College and/or UAF		Unique within UA	
Collaborative with other UA Programs		Provides Job Placement for Graduates	
Strong Post-Grad Success for Students		Strong Service Teaching Component	
Strong Ties to Community or Industry	X		

Financial Feedback

High Tuition Revenues		High Grant Revenues	
Operates at Low Cost	X	Productive Faculty	
Opportunities to Increase Revenue		Low Enrollment	