

Assessment Guide

Program/Discipline: Emergency Medical Technology Division: Family & Health Careers

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Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
List expected learning outcomes	Acquire the skill set to become a safe and effective emergency medical provider Work as a member of a 911 emergency medical response team Transport sick and injured persons to appropriate medical facility Administer basic and advanced life support care Document subjective and objective patient information, treatment plan and patient progress Understand relevant medical/legal issues
Identify where expected outcomes are addressed in the curriculum	Outcomes are identified in a Functional Job Analysis document from the National Standard Curriculum Outcomes are explained in the course syllabus Outcomes are evaluated through written and practical testing
Determine methods and criteria to assess outcomes	Criteria is established the National Standard Curriculum of the Department of Transportation. Oregon follows the national standards. Outcomes are assessed through course testing, National and State exams
Describe level of expected performance	Written quizzes and exams 80% minimum Psychomotor Skills (pass/no pass)
Identify and collect baseline information	Criteria identified by Functional Job Analysis per National Standards

Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	All students will be assessed
Establish a schedule for assessment (Guideline: assess a maximum of 3 outcomes per year)	Through scheduled written and practical exams as per academic schedule Through scheduled State and National testing upon successful completion of course
Determine who will interpret results	As per state and accreditation requirements the course director interprets results

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	Minor curriculum adjustments will be made when patterns of difficulty emerge from written and practical testing
Determine how and with whom you will share interpretations	Report to Program Administrator when a weak area is identified along with corrective plan
Decide how your program or discipline will follow-up on implemented changes	By a comparative review of the testing tools By evaluating the changes through comparative outcomes