

Assessment Report

Arkansas Heavy Equipment Operator Training Academy

2010 – 2011

**University of Arkansas at Monticello
College of Technology McGehee**

ANNUAL ASSESSMENT REPORT

GUIDING QUESTIONS

Revised, Summer 2011

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

Students successfully completing the UAM/CTM Heavy Equipment Program will be able to:

1. **Demonstrate the safe, efficient operation of conventional heavy equipment.**
2. **Perform appropriately the skills necessary to obtain employment in the field of heavy equipment operations.**
3. **Successfully obtain national center for Construction Education and Research (NCCER) certifications.**

These outcomes as well as additional program information can be found at the following websites:

www.AHEOTA.com and <http://www.uamont.edu/mcgehee/HeavyEquipment.htm>

The program's Student Learning Outcomes are prominently posted in each classroom, as well as on each course syllabus (Appendix A). They are also listed on all brochures developed by the program (Appendix B).

If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</p>	<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>Heavy Equipment goal 2</p> <p>Heavy Equipment goals 1&2</p>

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

In order to offer the NCCER certification, the Heavy Equipment program is required to use the NCCER Contren Learning Series curriculum. The NCCER curriculum is divided into modules (chapters) where the student’s knowledge is measured with the corresponding written test and skills are tested using performance tasks.

The students are required to score a 70 percent on each module test in order to demonstrate their knowledge of the material in each module AND to receive their NCCER certificates. The only exception to this requirement is the Basic Safety module and the Drug and Alcohol Abuse on the Job module. The student must score an 80 percent on the Basic Safety module test and a 100 percent on the Drug and Alcohol Test. It has been determined by the Heavy Equipment program that the students should be held to a higher standard in these two modules due to the subject content.

In addition to passing the module tests with at least a 70 percent, students are also required by the NCCER curriculum to complete performance tasks associated with each module. An example of such performance tasks is shown in Appendix D. These performance tasks include demonstrating proper prestart inspections of each machine, performing basic maneuvers with each machine, and carrying out a specific task designed to challenge the student’s skill using that particular machine. These tasks are the same tasks that will be associated with a job in the heavy equipment field. The student is observed performing the tasks by the instructor and is immediately given feedback on improvements needed (if the student did not pass) or receives credit for task if the student performed the given task correctly.

If the student passes the module test, completes the performance tasks, and meets other program requirements they will receive their NCCER certifications.

Below is a chart showing the percentage of students that start the program each semester who obtain their NCCER certifications.

Class	Starting Enrollment	Received NCCER Certifications	Pass Rate
Spring 2011	12	5	41.67%
Fall 2010	20	12	60%
Spring 2010	15	8	53.34%
Fall 2009	24	13	54.17%

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

During the Fall 2010 semester, the Heavy Equipment program had the opportunity to complete an earthmoving project for the Monticello Municipal Airport. In this project, plans specified that an area, roughly 500 x 350 feet, was to be “lowered” to a specific elevation. The students used surveying equipment to determine elevations on the project and used this information to determine the amount of material to be removed from the project area to meet specifications. After calculations were made, the students used the Heavy Equipment Program’s tractor and pull-type tractor to remove the required amount of earth and deposit it in a predetermined onsite location.

As shown in the chart in question 3, the Fall 2010 class has the highest NCCER Certification pass rate of the last four classes. It is believed that since they had the opportunity to work on the airport project, the students were allowed to apply what they were learning in the classroom setting immediately, rather than waiting 6 months or longer until Summer Field Work started to apply the knowledge gained through completed modules.

Both instructors agree that this advantage needs to be given to each class depending on availability of projects.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

The Heavy Equipment Program consists of hands-on learning as well as classroom studies; i.e., it is a competency-based program. When students are “in the field” they are required to complete performance evaluations on the equipment. Instructors observe student attempts and give verbal constructive criticism as well as demonstrate correct procedures in an effort to help the student improve. The performance evaluations are given on a pass/fail basis and recorded, becoming part of the students’ records, as required by the NCCER (Appendix E)

Our advisory committee is very involved and concerned with student performance, as well as successful student employment upon graduation/awarding of NCCER certification. The committee meets once each year and discusses topics like student retention, possible sources of job placement, etc. At the last meeting it was recommended that the NCCER certification be withheld from students until they meet all the requirements for a Technical Certificate from UAM. We believe this will have the effect of encouraging students to work harder and therefore result in better student learning, relating to Student Learning Outcome #3.

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

Instructors plan to query and monitor student results more closely during the semester, and hold class discussions with students regarding such things as when the majority prefer to take tests and whether a class-wide review period is beneficial to most students.

Instructors also plan to meet on a monthly basis to discuss methods/ideas to help improve student performance and learning. University-provided faculty workshops and meetings also provide potential ideas and techniques.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

Instructors have begun to introduce more audio-visual materials into the classrooms, such as safety and equipment operation videos. This seems to stimulate classroom interest and spark lively discussion. We have recently been gifted by Warrior of Arkansas with a set of safety videos produced by the John Deere Company, and we plan to use these as well as make efforts to locate and purchase others.

Also, students seem to benefit from field trips and class projects. This past semester we were able to take a class to the Monticello airport, where AHEOTA had a small earth-moving job to do. The students were able to be actively involved not only in operating the equipment with a specific goal in mind (cut to a specific elevation) but to set up and read the laser level and determine what the existing elevations were and calculate what needed to be done to bring the site to proposed grade. They seemed to thoroughly enjoy this. We would like to do more of this type of class project, as time and schedules permit (Appendix F).

We recently began considering the idea of obtaining simulators for the construction equipment that we train the students on. Caterpillar, Inc. has a line of simulators available now (see appendix G) that we might look at. We already have the timber equipment simulator that we sometimes allow students to operate to give them an idea of what it would be like, but one that simulated equipment that they would actually be operating when we go to the field would stimulate interest and perhaps better motivate students to perform well in the classroom.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Each semester instructors are evaluated by students and the results tabulated and recorded by the administration at McGehee. Instructors have access to this information at a later date to use it to determine any changes that may be deemed desirable.

AHEOTA has a very good advisory committee, and once a year they meet to discuss and analyze the program. Recruiting efforts and retention are reported and analyzed, and suggestions are made from members as to efforts that might have desirable results in these areas.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

Recruiting is a primary responsibility among all AHEOTA faculty and staff. We make every effort to attend recruiting activities sponsored by UAM, as well as to attend job fairs and other activities such as school visits, etc., whenever our schedules allow.

List of recruitment activities attended by AHEOTA staff.

Date	Event	Location
June 23, 2011	Ester Tech Dislocated Workers Meeting	Camden, AR
July 8, 2011	Arguest, Inc. Dislocated Workers Meeting	Camden, AR
July 12, 2011	Workforce Center Visit	Camden, AR
July 14 & 15, 2011	Career Guidance Meeting	Hot Springs, AR
July 21, 2011	Yarnell's Ice Cream Co.	Searcy, AR
October 3-5, 2011	Georgia Pacific Dislocated Workers Meeting	Crossett, AR
December 5, 2011	Dollarway High School	Dollarway, AR
September 13, 2011	Ace Expo Job Fair	Monticello, AR
September 15-16, 2011	UAM College Planning Day	Monticello, AR
September 22, 2011	Whirlpool Dislocated Meeting	Fort Smith, AR
September 23, 2011	Adult Ed. Center/Workforce Center Visit	Fort Smith, AR
November 14, 2011	SEACBEC – High school student meeting	Warren, AR
December 1, 2011	Dislocated Workers Meeting	Camden, AR
December 6, 2011	McGehee High School	McGehee, AR
December 14, 2011	Spectra Co. Dislocated Workers Meeting	Camden, AR
October 28-30, 2011	Judges Meeting	Hot Springs, AR

AHEOTA has a website that generates several contacts both state- and nation-wide. When an interested student accesses our website and completes a request for information form contained therein, an e-mail is automatically generated to AHEOTA (Appendix H). Then we send an information packet to the prospective student containing more information about the program and the school (Appendix I), with an invitation to come visit and take a tour.

A spreadsheet is maintained tracking student retention rates and graduation rates, as well (Appendix K). This allows faculty and staff to track student trends. This past year it was noted that students seem to be more avidly pursuing the NCCER certification than the Technical Certificate from UAM, so the advisory committee, after being informed of this trend, agreed with the faculty's recommendation that policy be put in place by UAM/CTM stating that all requirements for a Technical Certificate must be met by the student before he/she will be issued the NCCER certification. This will ensure that UAM has program completers.

Both instructors make themselves available at all times to the students. The instructors' business card includes their cell number, so the student can reach the instructor when needed.

The heavy equipment program changed its class schedules to accommodate out of town students. Instead of a Monday-Wednesday-Friday or Tuesday-Thursday schedule, we have changed to a Monday-Tuesday and Wednesday-Thursday schedule. This allows students from greater distances to travel to Warren and stay in a hotel room only one or two nights instead of three or four nights. We also schedule the required Tech Math and Tech Communications night classes on the days that the students are here. (One per semester.)

Occasionally a company will contact us about potentially hiring some of our graduates. We do not guarantee graduates employment, but we make every effort to assist students obtain employment by connecting them to companies that might possibly be interested (Appendix L)

APPENDIX A
(Student Learning Outcomes on syllabus)

COURSE SYLLABUS
UAMCTM-AHEOTA
HEO 1023 Basic Safety

Instructor:	David Carter
Office:	SEACBEC – AHEOTA
Phones:	870-226-6920 870-226-2739 (fax)
Email:	carterd@uamont.edu
Time:	Mon/Tues@ 8:10—9:30
Course Description:	HEO 1023 Safety I 3 Credits: 3 hours lecture Basic Safety provides information necessary for use and maintenance of heavy equipment. This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.
Prerequisites:	None
Course Goal:	Train students operate and maintain heavy equipment in a safe, efficient and effective manner emphasizing ethics and employability.
Student Learning Outcomes:	Student learning outcomes for the AHEOTA Program are:

Students successfully completing the UAM CTM Heavy Equipment program will be able to:

1. Demonstrate the safe, efficient operation of conventional heavy equipment at the basic level according to National Center for Construction Education and Research (NCCER) standards.
2. Successfully obtain Heavy Equipment Operations certification from the National Center for Construction Education and Research.
3. Perform appropriately the skills necessary to obtain employment in the field of Heavy Equipment Operations.

To learn more about the UAM CTM Heavy Equipment Technical Certificate program contact a member of the staff:

David Carter, Instructor
carter@uamont.edu

Jason Davis, Instructor
davisj@uamont.edu

Teresa Sandine, Recruiter
sandin@uamont.edu

870-226-2750 or 870-226-6920

Or visit our websites at
<http://www.uamont.edu/McGehee/>
www.aheota.com



UAM College of Technology-McGehee
**Heavy Equipment
Technical Certificate**



Financial Assistance

If you wish to pursue Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105



University of Arkansas at Monticello
College of Technology-McGehee
Arkansas Heavy Equipment Operator
Training Academy
800 North Walnut
Warren, AR 71671
Telephone: 870-226-2750
Fax: 870-226-2739
<http://www.uamont.edu/mcgehee/> or
www.aheota.com

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability.

UAM CTM Heavy Equipment Technical Certificate

Would you like a long lasting successful career in a fast growing industry? Have you ever considered heavy equipment operations?

A growing need for heavy equipment operators creates unlimited opportunities for the trained and certified operator.

Due to a shortage of heavy equipment operators and advancing technology, heavy equipment operation has become a financially rewarding career.

The UAM CTM Arkansas Heavy Equipment Operator Training Academy (AHEOTA) specializes in developing the skills of the beginning heavy equipment operator.

Our goal is to develop a safe, skilled, ethical, and focused employee for the modern day worksite.

The UAM CTM AHEOTA program maintains scheduling to meet the needs of working students.

Classes meet Monday-Tuesday or Wednesday-Thursday of each week, except during Summer field courses.

Completion of all AHEOTA required classes gives students 42 credit hours.

Graduates of our one-year program may receive certification recognized world-wide through the National Center for Construction Education and Research (NCCER).

Student Learning Outcomes

Students successfully completing the UAM CTM Heavy Equipment program will be able to:

Demonstrate the safe, efficient operation of conventional heavy equipment at the basic level according to National Center for Construction Education and Research (NCCER) standards.

Successfully obtain Heavy Equipment Operations certification from the National Center for Construction Education and Research.

Perform appropriately the skills necessary to obtain employment in the field of Heavy Equipment Operations.

UAM CTM Heavy Equipment Technical Certificate

HEO 1012 Orientation

HEO 1023 Basic Safety

HEO 1033 Employability

HEO 2082 Introduction to Earth Moving

HEO 2093 Heavy Equipment Safety

COMM 1203 Tech Communication or higher-level composition course

MAT 1203 Tech Mathematics or higher-level mathematics course

HEO 1046 Construction Equipment I

HEO 1052 Construction Equipment I
Field Work

HEO 2109 Construction Equipment II

One of the following courses:

HEO 2216 Construction Equipment II
Field Work

HEO 2126 Construction Equipment II
Internship



Appendix C
(Sample module test)

Exam Basic Safety Test I Module 00101 -09 Date _____

Name _____ Score _____

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) An example of an unsafe condition on a job site is _____.

- A) failure to wear proper PPE
- B) inadequate lighting in a stairway
- C) using illegal drugs
- D) lifting improperly

1)

2) When welding, what color is the oxygen hose?

- A) Yellow
- B) Green
- C) Red
- D) Gray

2)

3) Benching systems *cannot* be used in _____.

- A) Type C soils
- B) solid rock
- C) Type B soils
- D) Type A soils

3)

4) Which of the following must be included with every shipment of a hazardous substance and made available to workers on the job site?

- A) PPE
- B) SCBA
- C) ANSI standards
- D) MSDS

4)

5) When stepping off a ladder onto a platform or roof, the top of the ladder should extend above the point where the ladder touches the platform or roof by at least _____.

- A) 2 feet
- B) 5 feet
- C) 4 feet
- D) 3 feet

5)

6) When gas welding or burning, welders are required to wear tinted goggles or welding hoods with a filter lens of not less than a _____ shade.

- A) No. 2
- B) No. 4
- C) No. 10
- D) No. 8

6)

7) The major goal of good housekeeping at a work site is to _____.

- A) halt the spread of disease
- B) prevent accidents
- C) decrease energy use
- D) attract new business

7)

8) Which of the following is life threatening?

- A) Frostbite
- B) Heat cramps
- C) Heat stroke
- D) Heavy sweating

8)

9) To prevent cave-ins when excavating, treat all soil as if it is _____, unless proven otherwise.

- A) solid rock
- B) Type C
- C) Type A
- D) Type B

9)

10) One of the most common grounding systems used for protection against accidental electrical shock is the _____ system.

- A) Four-wire
- B) Two-wire
- C) Five-wire
- D) Three-wire

10)

11) If a *Code of Federal Regulations* Standard does not specifically address a workplace hazard, which of the following must be invoked?

- A) The general duty clause
- B) The Code of Construction Safety
- C) The Workplace Safety and Insurance Act
- D) The Worker's Safety Act of 1984

11)

1

Appendix D & E

Level Three

MODULE 22301-06 – INTRODUCTORY SKILLS FOR THE CREW LEADER

This is a knowledge-based module. There are no Performance Tasks for this module.

MODULE 22302-06 – DOZERS

Task Number	Item	Date(s)	Recorded By
22302-1	Demonstrate proper prestart inspection of a dozer.		
22302-2	Perform basic maneuvers with a dozer, including moving forward, moving backward, turning with blade up, and straight dozing.		
22302-3	Create a level pad (approximately 20 × 20 feet, +/- 1/10 foot).		
22302-4	Push a stockpile while maintaining proper windrows and berms.		

MODULE 22303-06 – BACKHOES

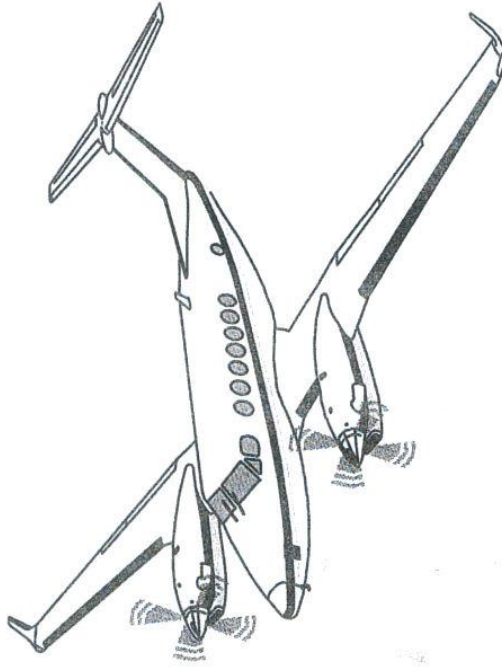
Task Number	Item	Date(s)	Recorded By
22303-1	Demonstrate prestart inspection of a backhoe.		
22303-2	Perform proper startup and shutdown of a backhoe.		
22303-3	Perform basic backhoe maneuvers, including moving forward, turning, moving in reverse, and operating the front loading bucket.		
22303-4	Perform the operation of setting up a backhoe, using stabilizers, and digging with the bucket.		
22303-5	Perform an excavation of a trench 20 to 40 feet long with spoil piles at least 2 feet from the edge.		

MODULE 22304-06 – EXCAVATORS

Task Number	Item	Date(s)	Recorded By
22304-1	Demonstrate proper prestart inspection of an excavator.		
22304-2	Perform basic maneuvers, including moving forward, moving backward, making a pivot turn, and making a spot turn.		
22304-3	Create a 10 × 10 excavation at least 3 feet deep.		

Appendix F
(Monticello Airport Project)

**MONTICELLO MUNICIPAL AIRPORT
ELLIS FIELD
MONTICELLO, ARKANSAS**



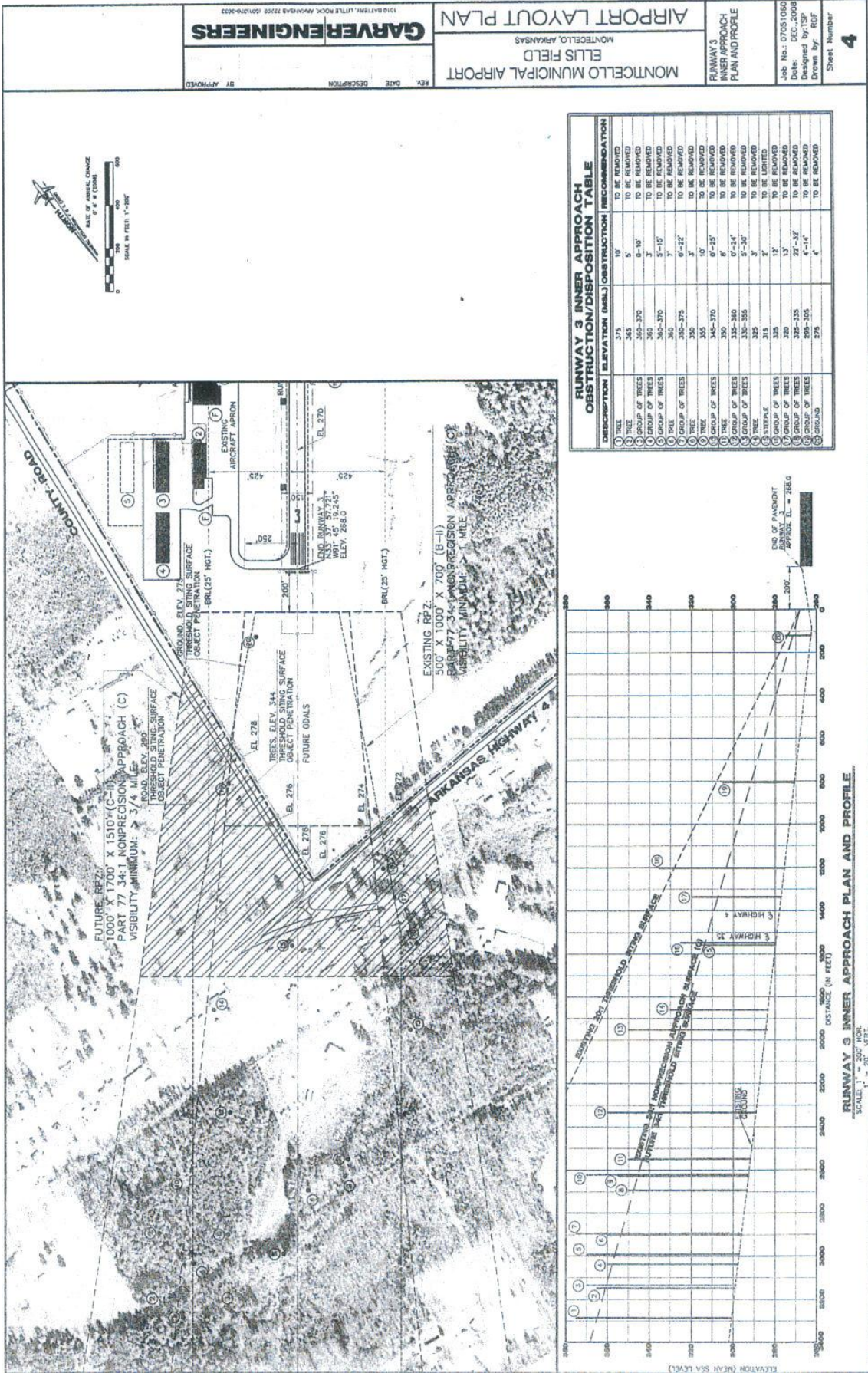
INDEX OF SHEETS

1. COVER SHEET AND INDEX OF SHEETS
2. AIRPORT LAYOUT DRAWING
3. FAR PART 77 AIRSPACE PLAN AND PROFILE
4. RUNWAY 5 INNER APPROACH LIGHTING PLAN AND PROFILE
5. RUNWAY 5 OUTER APPROACH LIGHTING PLAN AND PROFILE
6. AIRPORT TERMINAL AREA PLAN
7. AIRPORT LAND USE PLAN
8. RUNWAY DEPARTURE DRAWING
9. AIRPORT PROPERTY MAP

**AIRPORT
LAYOUT PLAN**

DECEMBER, 2008

GARVER ENGINEERS <small>1010 BATTERY, LITTLE ROCK, ARKANSAS 72202-2037</small>	AIRPORT LAYOUT PLAN MONTICELLO, ARKANSAS	COVER SHEET AND INDEX OF SHEETS	Job No.: 07051060 Date: DEC. 2008 Designed by: JSP Drawn by: RBF	Sheet Number 1
	MONTICELLO MUNICIPAL AIRPORT ELLIS FIELD MONTICELLO, ARKANSAS			



GARVER ENGINEERS
1018 BATTERY, LITTLE ROCK, ARKANSAS 72099 (501)376-2633

REV. DATE DESCRIPTION
BT APPROVED



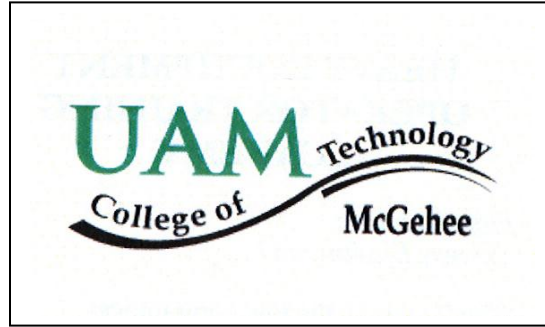
Appendix G
Cat Simulators



Appendix H
Sample information form from AHEOTA website

Firstname: Naomi
Lastname: freeman
Address:
AddressCont:
City:
State:
Zip: 71655
Country:
CellPhone:
HomePhone:
FAX:
Email:
DateOfBirth:
Gender:
gender: Female
Option_GED:
Option_HighSchool:
Option_1semestercollege:
Option_1yearcollege:
Option_more: More
ProgramChoice: Both
FAFSA1:
FAFSA: No

Appendix I
Sample student contact letter



From: David Carter
AHEOTA Instructor
Warren, AR

September 30, 2010

To: Mr. John Burton
549 Bowser Road
Monticello, AR 71655

Mr Burton,

Thank you for filling out a request form on our website. I'm very glad that you are interested in the Heavy Equipment program. Our next class will begin in January 2011. During our spring and fall semester you will attend classes 2 days per week, Mondays and Tuesdays, from approx. 8:00—4:30. We also require our Heavy Equipment students to take 1 night class per semester in Tech English or higher class, and Tech Math or higher. These night classes are offered at SEACBEC on the Monday night the students are there.

You may not be aware that the program is housed in Warren, that is, we have our classes in Warren at the SEACBEC School. We would be very pleased to teach you to operate heavy equipment at a basic level. Our students who complete the program earn a Technical Certificate from UAM as well as a national certification in heavy equipment operation from the NCCER.

Our program also qualifies for federal financial aid assistance. You can apply online if you desire—the address is www.fafsa.gov. If you apply for a Pell Grant, be sure not to wait too long. It takes awhile for the paperwork to go through.

We'd be very glad to have you come for a visit, if you'd care to. Just call me at the numbers listed below and we will set it up for you. If you have questions about admissions you should call Ms. Teresa Sandine at 870-226-2750 and she will be glad to answer them and to help you in any way she can.

We look forward to hearing from you.

David Carter
Heavy Equipment Instructor
AHEOTA
P.O. Box 968

Phone 870-226-6920
Fax 870-226-8506
Cell 870-866-4231

**APPENDIX J
Retention Worksheet**

**AHEOTA Advisory
Committee Meeting
5/7/2010
Retention Worksheet**

(NOT official UAM registrar numbers)

		Class 20					Obtained
	Start Date	Started	Dropped or W/D	Deceased	Failed	Finished	TC
1st. Sem.	Aug. 2008	15	4	1		10	1
2nd. Sem.	Jan. 2009	10	0	0	0	10	
		Class 21					
		Started	Dropped or W/D	Deceased	Failed	Finished	
1st. Sem.	Jan. 2009	11	1	0	0	10	5
2nd. Sem.	Aug. 2009	10	2	0	0	8	3
		Class 22					
		Started	Dropped or W/D	Deceased	Failed	Finished	
1st. Sem.	Aug. 2009	30	7	0	4	19	1
2nd. Sem.	Jan. 2010	19	0	0	1(?)	18	
		Class 23					
		Started	Dropped or W/D	Deceased	Failed	Finished	
1st. Sem.	Jan. 2010	15	4	0	1(?)	10	
2nd. Sem.	Aug. 2010	10			2	8	7
		Class 24					
					Failed	Finished	
1st. Sem.	Aug. 2010	20			4	16	
2nd. Sem.	Jan. 2011	16			2(?)	14	6*

Appendix L
Contact from employers

Jessica Rowan [Jessica_Rowan@welspun.com]

Actions

To:

M

Carter David R.

Wednesday, April 27, 2011 10:34 PM

You replied on 5/5/2011 8:18 AM.

Hi David,

My name is Jessica Rowan and I am the recruiter for Welspun Pipes in Little Rock, AR. I noticed on your website that you all have a Heavy Equipment Operator program. We are always on the lookout for qualified HEO Candidates!

If we have job openings, what would be the best way to share them with you/your school in order to let your students who have completed your program know about it?

Also, we are participating in the Arkansas Democrat Gazette job fair next Tuesday, May 3, 2011 from 10am-4pm. It is going to be held at the Statehouse Convention Center in Little Rock. Could you pass this along to any interested candidates please?

I've included a link to the AR Dem. Gazette website detailing the job fair information:

<http://showtime.arkansasonline.com/jobfair/index.html>

I look forward to hearing from you!

Thank you,

Jessica Rowan

Human Resources

Recruiter and Benefits Administrator

Welspun Pipes

Jessica_Rowan@Welspun.com

P: (501) 301-8847

F: (501) 490-0662

NOTHING FOLLOWS

Assessment Report

Hospitality Program

UAM CTM

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community, peer institutions) about your SLOs?

Students successfully completing the UAM-CTM Hospitality Services program should be able to:

1. Demonstrate safety and sanitation in the food and lodging industry.
2. Identify and safely utilize commercial tools and equipment.
3. Demonstrate the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.
4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.
5. Demonstrate effective written and interpersonal communication skills.
6. Understand the various career opportunities and options within the hospitality foodservice and hotel industry.
7. Demonstrate fundamental supervisory responsibilities.

These outcomes and additional program information can be in the course syllabi (Appendix A) found at the following websites:

<http://www.uamont.edu/mcgehee/Hospitality1.htm> and
<http://www.uamont.edu/facultyweb/kelley/>

Also, the Student Learning Outcomes are outlined on the UAM-CTM Hospitality Brochure(Appendix B).

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
1	The mission the University of Arkansas at Monticello	
2	shares with all universities is the commitment to search	
3	for truth, understanding through scholastic endeavor.	
4	The University seeks to enhance and share knowledge, to	SLO # 3, 4, 5, 7
5	preserve and promote the intellectual content of society,	
6	and to educate people for critical thought.	
7	The University provides learning experiences that enable	
8	students to synthesize knowledge, communicate	SLO #1, 2, 3, 4, 5, 7
9	effectively, use knowledge and technology with	
10	intelligence and responsibility, and act creatively within	
11	their own and other cultures.	
12	The University strives for excellence in all its	
13	endeavors. Educational opportunities encompass the	SLO # 1, 2, 4, 6
14	liberal arts, basic and applied sciences, selected	
15	professions, and vocational/technical preparation. These	
16	opportunities are founded in a strong program of general	
17	education and are fulfilled through contemporary	SLO # 1 – 7
18	disciplinary curricula, certification programs, and	
19	vocational/technical education or workforce training. The	
20	University assures opportunities in higher education for	
21	both traditional and non-traditional students and strives	
22	to provide an environment that fosters individual	SLO # 3, 5, 6, 7
23	achievement and personal development.	

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

The students' learning is assessed through a variety of measurements.

After completing a self-guided reading worksheet (Appendix C) of the topic to be taught, the students participate in class discussion. Through this discussion, the students' comprehension is analyzed by their participation in question and answer.

The students are also evaluated at the end of each unit taught, by written examination. The exams include; matching, multiple choice, fill-in-the blank, and short answer (Appendix D). After grading the exam, the students and I go over the exam question by question. This provides another opportunity for question and answer.

Opportunities for open response are also provided for the student. This is a great tool to use in order to evaluate reading comprehension. The students must demonstrate their ability to utilize context clues in order to fully answer the questions and to see a situation and evaluate. (Appendix E). SLO #5 & #7

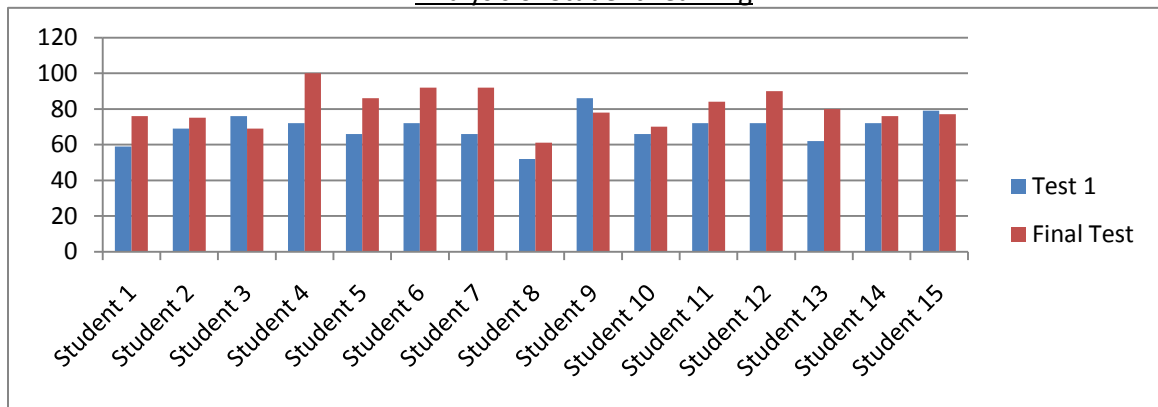
The students are assessed on the work completed in the lab. A rubric is used to evaluate student demonstration of techniques and coursework taught (Appendix F).

Prior to completing their Technical Certificate in Hospitality, students are enrolled in Internship. They are to complete 90 hours of "on the job" training. (SLO #2) They are evaluated by the place of training and the results are analyzed to ensure the various areas evaluated meet student learning standards. The following results were noted: On a scale of 1 to 5

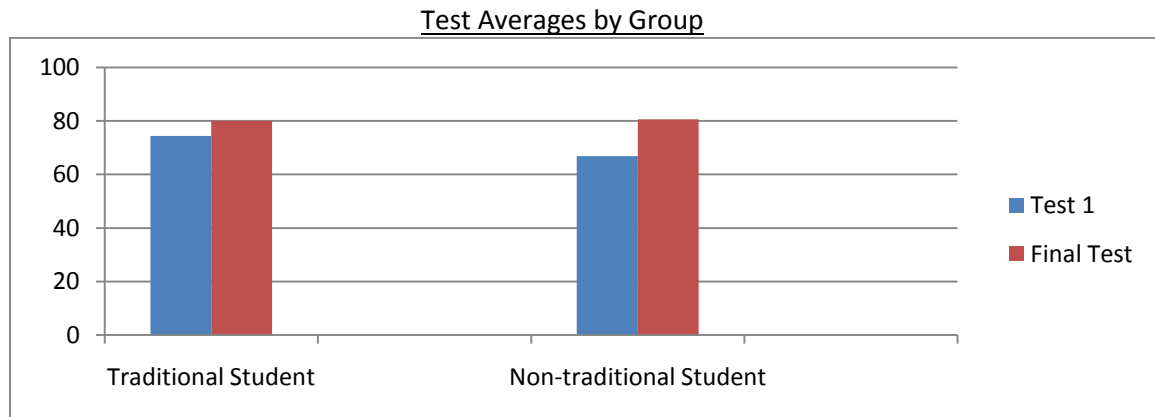
General Technical Skills and Knowledge	Communication Skills	Non-Technical Skills
95% scored a rating of 5: which is Outstanding	92% scored a rating of 4: which is Good	81% scored a rating of 3: which is Average
Includes: knowledge level of terms and concepts, technical ability, quality of work, production, work standards, critical thinking skills	Includes: written communication, oral communication, following directions, listening, communication	Includes: enthusiasm, initiative, punctuality, attendance, interpersonal skills, professional appearance, adaptability, overall attitude

These assessment tools allow me to ensure the student is accomplishing the student learning outcomes.

Analysis of Student Learning



The test 1 and final test results definitely show an improvement. Test 1 results were taken from the first exam given in one class room. The final test is the Final test given for the semester term which included information from the first test. The students went from an average test score for all students of 69.4% to 80.4%.



Broken into groups, the non-traditional students increase overall by 13.7% and the traditional students increased 5.6%.

As an instructor, it is vital to analyze each students learning style and adjust teaching strategies to meet the needs of all (Appendix G). After reviewing the results of test 1, it was necessary to reflect and evaluate the teaching strategies used prior. Adjustments were made throughout the course, resulting in an increase for the final test.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

The majority of students in the Hospitality Program are non-traditional. A re-introduction to the classroom has been provided to allow success for each student.

- Learning style assessments were performed so instruction could be adjusted to suit all students (Appendix G). Making sure to address auditory, visual, and tactile learners with various teaching strategies such as lecture, power point, guest speakers, and hands on learning activities.
 - Since not all students learn the same, it is important to understand the learning style of each.
- Note taking skills have been taught.
 - PowerPoint's are highlighted for content specific note-taking.
 - Students are taught to abbreviate when necessary.
 - Listening skills are reviewed.
- Rubrics which outline assignment expectations have been provided (Appendix F & H).
 - Open response rubrics are used.
 - Kitchen lab rubrics are used.
- Supervisor Evaluation of Interns
 - Emphasis is placed on those skills which are evaluated below outstanding during the semester.
 - Results reviewed with the student at the exit evaluation.

These have provided an ease back into the classroom and the non-traditional students are more aware of the objectives for each lesson.

The rubrics are an excellent tool for the students. They are able to see the different areas to be evaluated and respond accordingly. The Supervisor evaluations are an excellent way to verify student learning.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Scoring rubrics are used to evaluate kitchen lab performance. For each lab, the rubric is scored and the results are discussed with the student/students. Use of the rubric, which is from the National Restaurant Association Educational Foundation, allows the student to see the areas which need the greatest improvement. (Appendix F)

During a Hospitality students Internship, the participating business evaluates the student 4 times during the 90 hours required. These evaluations account for 60% of their grade. These evaluations provide the instructor with the information needed to assess student learning and make adjustments as needed. (Appendix I)

To reinforce SLO #5, a rubric is provided for written assignments. This allows the student to see where they are proficient and where they may be struggling. (Appendix H)

The lab is inspected yearly by the Arkansas Department of Health and reviewed with the students to reinforce SLO #1 (Appendix J)

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

- It would be beneficial to evaluate the students reading comprehension earlier on in the course. This will be completed at the beginning of the topic and throughout the course. This will be done through the use of DBQ's, (Appendix E) and written summary of passages read.
- If a student is suspected of needing a little extra help with the course, assistance will be offered during office hours or after class to work more one on one with each student. If necessary, a recommendation will be made, that the student visits with our retention specialist for additional aid.
- Activities within the community which allow more opportunities for the students to demonstrate their learned skills will be sought after.
- Changing lesson plans to accommodate the different learning styles. This will include various teaching strategies, such as power point, lecture, guest speakers, demonstration and hands-on activities.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

After a discussion with the Vice-Chancellor, an agency account for the Hospitality department was opened. The Advisory Committee was pleased with this addition. (Appendix K) The funds placed in the account are to be used for additional instruction. This additional instruction may come in the form of a field trip, guest speaker and educational resources that increase the students' awareness in various areas of the hospitality industry. The hospitality department looks for opportunities to cater events. Such events are an excellent way to reinforce SLO's #3, 4 and 6. This allows the student a chance to hone their skills and acquire on-the-job training. In the future, each student will be maintaining a portfolio of each event they assist with. What an asset to them when they are interviewing!

Summer I, 2011, an online class was offered as a Hospitality elective. As students complete their Technical Certificates, many continue on to receive their Associates.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Students enrolled in the UAM CTM Hospitality program complete end of semester evaluations of the course, instructor and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with each instructor during the instructor's performance evaluation conference to determine actions to be taken by the instructor and/or curriculum changes.

The faculty participates in self evaluations and peer evaluations. With these we can analyze our strategies and see how other instructors are ensuring student learning.

With the assistance of an Advisory Board (Appendix K), instructors are able to get advice from members within the community. The program of study is reviewed and strategies used to instill student learning are discussed.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University. (A generalized statement such as "we take a personal interest in our students: is not evidence.)

Our Student Services personnel travel to schools and receive information from students that are interested in programs offered by the University. These are then given to each Instructor. As the Hospitality Instructor, each High School student interested in the program is sent a letter along with a Hospitality brochure and a business card.

Once a student is enrolled in the Hospitality program the focus is mainly Word-of Mouth advertising. The aim is to generate positive word of mouth advertising by providing exemplary service to the students currently enrolled. By doing so, we are able to not only recruit new students, but also retain our current students.

By encouraging the students to volunteer time within the community, they are seeing the job possibilities available. They then become motivated to complete the Hospitality Program of Study.

This past year the Hospitality students have had several opportunities to demonstrate their abilities out in the community:

- 1) Students in the hospitality program demonstrated their skill in food preparation and presentation by presenting "SEARK Samplings" at the Trotter House bed-and-breakfast in Monticello. The event was presented for members of the Southeast Arkansas Concert Association. (Appendix L)
- 2) A bridal brunch was prepared and served by students in the hospitality program. The brunch was held at the Trotter House bed-and-breakfast.(Appendix M)
- 3) Students from the hospitality program donated their time during the Delta International Open in Tillar, Arkansas. The students were involved in setting up, preparing and serving meals throughout the event. Overall, the students donated 200 plus hours and gained much knowledge from the on-the-job training.(Appendix N).
- 4) The Dumas Chamber of Commerce enjoyed a meal and table settings which were planned, prepared, and served by students in the hospitality program.(Appendix O)
- 5) 10 baskets were prepared by students in the hospitality program. These baskets were part of a fundraiser for the UAM Choral department. They had an "Oklahoma" theme and were filled with homemade cookies, muffins, pies and cakes. (Appendix P)

Events such as these listed are vital for keeping the program going. It is these events in which the community sees what our program has to offer. By participating in these events, the students are not only getting recognition and gaining knowledge, they are able to network. The hands on experiences give the students a true look into the field of hospitality.

By volunteering their time, the Hospitality program has been able to add several businesses to their list of Internship possibilities; such as the Delta Conference Center, the McGehee School food service program, the Boys and Girls Club of McGehee.

Events have been publicized in local newspapers and SEALife magazine. This advertising is an excellent way to recruit new students.

Allowing the students to work out in the community gives the students a sense of ownership. These opportunities assist in retaining current students.

75% of those beginning the program follow through to completion. After receiving their Technical Certificate in Hospitality, many continue on to pursue their AASGT.

**APPENDIX A
COURSE SYLLABI**



WELCOME

University of Arkansas at Monticello
College of Technology-McGehee
Instructor Lisa Kelley
Welcomes You
to the Hospitality Services Program

Hospitality is generously providing care and kindness to whoever
is in need.

UAM College of Technology-McGehee

Course Syllabus – Internship in Hospitality Services (HOSP 1082)

Instructor: Lisa Kelley E-Mail Address: kelleyl@uamont.edu
Semester: Summer I 2011
Class meets: Per schedule
Office Hours: By appointment

Prerequisites: Successful completion of Hospitality Services Technical Certificate requirements excluding this course, concurrent enrollment, or approval of administration.

I. MATERIALS NEEDED:

No Textbook Requirements

II. COURSE DESCRIPTION: HOSP 1082, **Internship in Hospitality** is designed to give students an opportunity to enhance their knowledge by applying what they have learned in a work situation. Students will work with a faculty advisor and an internship employer to develop an education program with meaningful learning objectives based upon their program of study. A minimum of 90 contact hours is required.

III. LEARNING OUTCOMES: Proficiency and retention of course material related to learning outcomes vary between students depending on prior preparation, acquired study habits, native intelligence, motivation, effort, concentration, and other factors. Each student will participate in a variety of tasks that will enable him/her to do the following upon completion of this course.

- Demonstrate dependability, honesty, organization, and punctuality
- Develop superior work ethics including following instructions and ability to work with others
- Establish professional conduct and appearance
- Apply food service and lodging principles and skills in a variety of settings
- Communicate effectively—verbally, nonverbally, and written

IV. ATTENDANCE POLICY:

Persistent attendance is expected in order to gain knowledge from this course. If you miss 20% of the total scheduled hours of the course, you will be officially notified in writing and dropped from the course with an **F** unless official withdrawal has been accomplished. Both the faculty advisor and partnering business must be notified immediately in the event of extenuating circumstances that will preclude attending an internship assignment.

V. ASSIGNMENTS:

Work schedule assignments will be established through a working relationship between the student, the instructor and the employer. Each student will be required to complete a journal and self-assessment assignment to culminate knowledge and skills attained throughout the Hospitality Program. The assignment will cover hospitality internship as it pertains to lodging, food service, travel, and tourism. Guidelines and scoring criteria will be distributed at the beginning of the semester.

VI. ASSESSMENT: Students will be assessed based on evaluations from the employer and instructor (60%), journal assignments and weekly progress reports from the student (25%), and assignments pertaining to the hospitality industry including a final test and exit evaluation (15%).

ACTIVITY	WEIGHT	PTS	NOTE
Evaluations	60%	400	4 Employer evaluations 100 pts each
Journal & Attendance Reports	25%	200	4 Signed Reports 50 points each
Final Test & Exit Evaluation	15%	100	

VII. GRADING POLICY

The following grading scale will be used for assigning final grades:

LETTER GRADE	ACHIEVEMENT	EVALUATION
A	100% - 93%	Excellent
B	92% - 85%	Above Average
C	84% - 76%	Average
D	75% - 65%	Conditional
F	64% - 00%	Failing

VIII. INCOMPLETE POLICY

A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

IX. GRADE REPORTS

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar’s Office in Monticello or the Student Services offices in McGehee or Crossett.

X. CHEATING/PLAGIARISM

Cheating of any type or by any means will not be tolerated! Any student caught cheating should fully expect to be withdrawn from or fail the course. Any appeals to the decision must be filed within 10 days of the instructor’s decision.

XI. STUDENTS WITH DISABILITIES

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on the Monticello campus; phone 870-460-1054 in McGehee; 870-222-5360

XII. DISRUPTIVE BEHAVIOR

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Disorderly conduct includes, but is not limited to; violent, noisy, or drunken behavior, and/or the use of abusive or obscene language on university-controlled property or while representing the University, or attending a university function. Any verbal abuse, physical abuse or endangerment may result in expulsion from the University of Arkansas at Monticello.

STUDENT CONTRACT

I _____ have access to the Student Handbook of
Print Student Name

the University of Arkansas at Monticello (in the library and on-line), and I am aware of the university's conduct standards. I have read the policy and understand that I am bound to these rules while attending both on-and off-campus activities as a student of UAM-CTM. I further acknowledge that any infraction of these rules/standards may result in my immediate dismissal from UAM-CTM. Signing of this student contract serves as my agreement to refrain from actions contrary to policy in order to limit the liability of UAM-CTM.

Student's Signature

Date

Instructor's Signature

Date

**UAM COLLEGE OF TECHNOLOGY-McGehee
STUDENT AGREEMENT**

COURSE NAME: _____

STUDENT NAME: (print) _____

Phone Number Where Student Can Be Reached _____

Emergency Contact Phone Number _____

_____ I have received a copy of the Internship Rules and Policies. I have read the rules and understand that I am to follow these rules as well as the UAM Student Conduct rules while attending both on- and off-campus activities as a student of UAM-CTM.

_____ I have received a copy of the course syllabus.

_____ I have received a copy of the attendance policy for this course.

_____ I have received a copy of the grading scale for this course.

_____ I have received, read, and signed a copy of the Student Contract for this course.

_____ I understand that it is the policy of the State of Arkansas that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in a state agency's workplace is prohibited.

Student's Signature

Date

Instructor's Signature

Date

**UAM College of Technology – McGehee
Hospitality
Spring Term 2011 Syllabus**

Course Number & Name: **Hosp 1113-Principles of Baking**
Prerequisite or Co requisite **HOSP 1023-Safety & Sanitations**

Instructor: Lisa Kelley
Phone 222-5360 ext. 5237
Email kelleyl@uamont.edu

McGehee Office Hours;
Monday: 1:00 – 5:00 P.M.
Tuesday/Thursday: 10:30 – 12:00
Wednesday: 1:00 – 2:00
Also by appointment

Course Outline:

- Section 1: Baking's Rich History and Understanding Food Safety and Sanitation
- Section 2: Ingredients
- Section 3: Equipment and Measuring
- Section 4: Yeast Dough Mixing and Baking
- Section 5: Laminated and Steam-Leavened Dough
- Section 6: The Stove-Top and Oven
- Section 7: Cookies
- Section 8: Chemical and Mechanical Leavening of Dough and Batter Formulas
- Section 9: Enrobing and Garnishing Cakes and Pastries
- Section 10: Principles of Cake Decorating: Specialty Cakes and Pastries
- Section 11: Career Opportunities in Baking

I. Required Materials:

- Text: American Culinary Federation, *Baking Fundamentals*, 1st edition, 2007 ISBN 0-13-1183-51-6
- 1" Binder/Paper
- Black or Blue Ink Pens
- #2 Pencils
- Index Cards
- Scantron

II. Course Description: **HOSP 1113, Principles of Baking**, is designed to teach both principles and practice of baking and pastry arts. Students will identify baking ingredients and equipment. Also, students will obtain an understanding of the functions of ingredients.

III. Learning Outcomes: How to maintain a safe and sanitary work environment; identify variety of bakeshop tools; understand basic flavoring techniques; prepare items needed prior to actual cooking;

apply various cooking methods to fruit; recognize dietary conditions that affect today's consumers; Understand the basic principles of plate presentation.

IV. Attendance Policy:

Persistent attendance is expected in order to gain knowledge from this course. Students are encouraged to attend each class. Missing class will result in a lower grade.

Class attendance:

90 to 100% attendance	100 points
80 to 89 % attendance	80 points
70 to 79% attendance	70 points
60 to 69 % attendance	60 points
90 to 100% attendance in lab	100 points
80 to 89% attendance in lab	80 points
70 to 79% attendance in lab	70 points
60 to 69% attendance in lab	60 points

****No points will be given for an attendance of less than 60%***

V. Assignments:

The textbook is divided into sections and each section has units. The entire textbook will be covered during this course. All unit review questions are to be completed prior to unit discussion. All work will be checked and will result in 25 points per unit: 21 units = 525 points

VI. Examinations:

- A. There will be eleven examinations worth 100 points each. The final will be worth 200 points.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed examination.
- C. Students without excused absences will be given a zero for the missed examination.
- D. Cell Phone use is prohibited during Exams. If you are caught using a cell phone during an exam or if a cell phone goes off, you will receive a zero for that exam.

VII. Semester Grade Computations:

Exam covering Section 1	100 points
Exam covering Section 2	100 points
Exam covering Section 3	100 points
Exam covering Section 4	100 points
Exam covering Section 5	100 points
Exam covering Section 6	100 points
Exam covering Section 7	100 points
Exam covering Section 8	100 points
Exam covering Section 9	100 points

Exam covering Section 10	100 points
Exam covering Section 11	100 points
Class/Lab attendance	200 points
Unit review questions	525 points
Final Exam	200 points
Total Points Possible	2025
1823 to 2025 points=	A
1620 to 1822 points=	B
1418 to 1619 points=	C
1215 to 1417 points=	D
0 to 1214 points=	F

VIII. Cheating/Plagiarism:

Cheating of any type or by any means will not be tolerated! Any student caught cheating should fully expect to be withdrawn from or fail the course. Any appeals to the decision must be filed within 10 days of the instructor's decision.

IX. Students and Disabilities:

Students with Disabilities:

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Please note a change in the last line for the colleges of technology:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

X. Disruptive Behavior:

The following action is prohibited under the Student conduct code: disorderly conduct: Any behavior which disrupts the regular or normal functions of the university community, including behavior which breaches the peace or violates the rights of others.

If you wish to talk, sleep, play games, pass notes, look at pictures, work on homework, or anything else not related to the class and/or lecture, don't come to class.

Any pager or cell phone that rings/beeps during class may be confiscated and returned at a later date.

***You are to check e-mail daily for special assignments, activities and course information.**

UAM College of Technology – McGehee

Hospitality Spring 2010 Syllabus

Course Number & Name: HOSP 1103 Culinary Preparation & Presentation

Prerequisite(s)/or Co requisite: HOSP 1023: Safety & Sanitation

Instructor: Lisa Kelley

Phone 222-5360 ext. 5237

Email KelleyL@uamont.edu

McGehee Office Hours;

Monday: 1:00 – 5:00 P.M.

Tuesday/Thursday: 10:30 – 12:00

Wednesday: 1:00 – 2:00

Course Outline:

Chapters 36, 21:	Plating-Eggs
Chapters 22, 23, 24, 25:	Vegetables-Potatoes,Grains,Pasta-Vegetarian Cooking-Salads and Salad Dressings
Chapters 26, 27, 29:	Fruits, Sandwiches, Hors D'oeuvre
Chapters 31, 32:	Quick Breads-Yeast Breads
Chapters 33, 34, 35:	Pies, Pastries and Cookies-Cakes and Frostings-Custards, Creams, Frozen Desserts and Dessert Sauce

**Field Trips may be scheduled during the course*

***You are to check e-mail daily for special assignments, activities and any additional course information.**

I. Required Materials

- Text: Labensky & Hause (2006) On Cooking Fourth Edition. Pearson Prentice Hall: New Jersey ISBN 0-13-171327-2
- On Cooking Study Guide/Student Workbook
- 6 Scantron
- Binder/Paper
- Black or Blue Ink Pens
- #2 Pencils

II. Course Description:

Hosp 1103, Culinary Preparation and Presentation covers the principles, techniques, and theories of food production as related to the professional kitchen, and adds emphasis on creative presentation.

III. Learning Outcomes:

Students who successfully complete the course should be able to identify the causes of food borne illness; cut and shape food in a variety of shapes; organize and plan work more efficiently; prepare items needed prior to actual cooking; set up and use standard breadings

procedure; present food items with appealing presentation; and prepare a variety of food items properly with a culinary flair used in the presentation.

IV. Attendance Policy:

Persistent attendance is expected in order to gain knowledge from this course. Students are encouraged to attend each class. Missing class will result in a lower grade.

Class attendance:

26-30 hours in class	100 points
22-25 hours in class	80 points
18 -21 hours in class	70 points
14-17 hours in class	60 points
42-45 hours in lab	100 points
39-42 hours in lab	80 points
36-39 hours in lab	70 points
33-36 hours in lab	60 points

V. Assignments:

Students will receive not only credit for time in lab, but also 20 points for work completed during lab time. 15 labs = 300 points for assignments. Other homework may be assigned at the discretion of the instructor.

VI. Examinations:

- E. There will be five (5) examinations worth 100 points each. The final will be worth 200 points.
- F. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed examination.
- G. Students without excused absences will be given a zero for the missed examination.

VII. Semester Grade Computations:

Exam covering chapters 36, 21	100 points
Exam covering chapters 22, 23, 24, 25	100 points
Exam covering chapters 26, 27, 29	100 points
Exam covering chapters 31, 32	100 points
Exam covering chapters 33, 34, 35	100 points
Lab Assignments	300 points
Class/Lab attendance	200 points
Final Exam May 6 th @ 1:30 P.M.	200 points

Total Points Possible 1200

1080 to 1200 points=	A
960 to 1079 points=	B
840 to 959 points=	C
720 to 839 points=	D
0 to 719 points=	F

VIII. Cheating/Plagiarism:

Cheating of any type or by any means will not be tolerated! Any student caught cheating should fully expect to be withdrawn from or fail the course. Any appeals to the decision must be filed within 10 days of the instructor's decision.

IX. Students and Disabilities:

It is the policy of the UAM College of Technology- McGehee to accommodate individuals with disabilities pursuant to Federal Law and the College's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodation should contact the office of Special Student Services Representative on campus; phone 870-222-5360 or fax 870-222-4709.

X. Disruptive Behavior:

The following action is prohibited under the Student conduct code: disorderly conduct: Any behavior which disrupts the regular or normal functions of the university community, including behavior which breaches the peace or violates the rights of others.

If you wish to talk, sleep, play games, pass notes, look at pictures, work on homework, or anything else not related to the class and/or lecture, don't come to class.

Any pager or cell phone that rings/beeps during class may be confiscated and returned at a later date. If you refuse to turn off electronic devices you will be asked to leave class and no work for that date may be made up.

APPENDIX B
BROCHURE



To learn more about the UAM
CTM Hospitality program contact
a member of the staff:

Lisa Kelley, Instructor
Kelleyl@uamont.edu
Phone: 870-222-5360

Or visit our website at
<http://www.uamont.edu/McGehee/>

UAM College of Technology-McGehee
does not discriminate on the basis of race,
color, national origin, sex, age or disability.

UAM College of Technology-McGehee

Hospitality
Certificate of Proficiency and
Technical Certificate



Financial Assistance

If you wish to pursue a pursue a Certificate
of Proficiency, Technical Certificate or an
Associate of Applied Science in General
Technology and you need financial
assistance the UAM College of
Technology- McGehee (UAM CTM)
Student Services program will try to help
you find the best program for your needs.

Contact a Student Services representative
for information on programs, financial aid
and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105



University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

<http://www.uamont.edu/mcgehee/>

UAM CTM Hospitality Certificate of Proficiency and Technical Certificate

Do you enjoy meeting new people, being a host or hostess or creating new recipes or dishes? If so the UAM CTM Hospitality program is for you!

Hospitality and tourism is the fastest growing industry in the world. Students who successfully complete the UAM CTM Hospitality program can prepare you for professions in tourism, travel, restaurants, lodging, club management, gaming, amusement and theme parks and many others.

UAM CTM offers Hospitality Skills Certificate of Proficiency and Hospitality Services Program Technical Certificate. Students learn practical skills and knowledge necessary for the effective operation of the Hospitality Industry including:

- Individual responsibility
- Self esteem
- Sociability
- Self management
- Personal Integrity



The UAM CTM Hospitality Skills Certificate of Proficiency provides students with the basic knowledge needed for entry-level employment in food service and lodging businesses.

The UAM CTM Hospitality Services Program Technical Certificate is designed to provide individuals with the knowledge, skills, and technical ability appropriate for employment in a wide variety of positions in the hospitality industry. This program includes supervised internships and work-related experiences to simulate realistic problems and opportunities.

Student Learning Outcomes

Students who successfully complete the UAM CTM Hospitality Services Program should be able to:

1. Demonstrate safety and sanitation in the food and lodging industry.
2. Identify and safely utilize commercial tools and equipment.
3. Demonstrate the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.
4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.
5. Demonstrate effective written and interpersonal communication skills
6. Understand the various career opportunities and options within the hospitality foodservice and hotel industry.
7. Demonstrate fundamental supervisory responsibilities.

UAM CTM Hospitality Program

BUS 2003 Tech Business English or higher-level composition course
CFA 1103 Computer Fundamentals or Higher Level
HOSP 1023 Safety and Sanitation
HOSP 1033 Hospitality Customer Service Relations
HOSP 1043 Introduction to Hospitality Operations
HOSP 1093 Culinary Fundamentals
Exit: Hospitality Skills CP or continue on to Semester II
HOSP 1063 Principles of Lodging Operations
HOSP 1073 Supervision Concepts for Hospitality Services
HOSP 1082 Internship in Hospitality Services
HOSP 1103 Culinary Preparation and Presentation
HOSP 1113 Principles of Baking
BUS 2143 Tech Business Mathematics or higher-level mathematics course

Upon successful completion of the HOSP 1023 Safety and Sanitation course, students will be prepared to earn ServSafe™ national certification

APPENDIX K ADVISORY MINUTES

Hospitality Advisory Committee Meeting: October 25th, 2010

1. Those attending: Paul Smith, Martin Reese and Lisa Kelley.
2. Minutes from last meeting were read and approved.
3. New Business
 - Equipment: Commercial Oven
 - Technology: Symposium-Also, making Safety & Sanitation a Blackboard course.
 - Agency Account: Catering-the committee was pleased with the opening of an Agency account to be used to further the student's knowledge of the hospitality Industry and ensure student learning outcomes are met. This could include, but is not limited to: field trips, books, videos, educational workshops, etc.
4. Enrollment: Fall 2010 Enrollment

Intro to Hospitality Operations	16
Culinary Fundamentals	13
Customer Service Relations	12
Safety & Sanitation	13
Internship	1
Summer of 2011: 13 possible for Internship	
5. Graduation: December 2010, 3 students will have completed all requirements for Technical Certificate.
6. Internship/Employment: During the summer of 2010, 3 students completed their Internship. Working with Aramark Food Services and the Trotter House, the students honed their skills. One of the three is currently employed by Aramark.
7. Curriculum Changes: The committee discussed adding courses which deal with menu-planning, catering and nutrition.
8. Recommendations: The committee would like to enlarge the kitchen area. It is impossible to have all students in the kitchen at one time...making demonstrations difficult.



Hospitality is generously providing care and kindness to whoever is in need.

Hospitality Advisory Committee Meeting: May 26th @ The Trotter House

1. Those attending: Martin Reese and Lisa Kelley.
2. Minutes from last meeting were read and approved.
3. New Business
 - Equipment: Discussed new purchases made-Chef's coats, cookware, much needed items for the lab
 - Technology: The Hospitality department hopes for a commercial dishwasher. Also, a classroom set (12) of kitchen calculators would be beneficial for the students.
4. Field Experience: Fall 2010-Spring 2011
 - SEARK Samplings
 - Bridal Brunch
 - Delta International Open
 - Dumas Chamber of Commerce
 - Basket fundraiser for the Choral Department

The field experience is a great way for the Hospitality students to demonstrate their skills and perfect them at the same time. The students are assessed on site.

5. Retention rate for current semester-1 student never began, 1 student dropped two courses after 2 weeks and 1 student moved. *Early field trips and or hands on experience are recommended for retention.
6. Graduation: 11 students are eligible for graduation-8 of the 11 need 6 hours or less to complete their technical certificate
7. Internship/Employment: 7 students are currently enrolled in the Internship program. 3 will be working with Aramark and The Trotter House and 4 will be working with the Boys and Girls club in McGehee
8. Curriculum Changes: Hospitality, Travel and Tourism is being offered as an online course. This is an addition of a Hospitality elective
9. Recommendations: Mr. Reese and I feel that there should be a requirement of attendance to those on the committee. It was recommended that a letter of thanks be sent to all committee members, thanking them for their time served. A list of new additional members was discussed and will be asked to join.



Hospitality is generously providing care and kindness to whoever is in need.

APPENDIX L

McCabes HOSPITALITY

Students in the Hospitality program at the JMC College of Technology will be participating in a community service project by preparing 500-600 breakfasts for the staff of the new South Central Correctional Institute. The students are part of the program of the National Culinary Center Regional, one of the top 100 schools nationally and are the only school of their kind in the state. Plans include preparing 500-600 breakfasts for the staff of the new South Central Correctional Institute.

Serving Up A GOOD TIME!

Students in the Culinary Arts program at the JMC College of Technology are preparing breakfasts for the staff of the new South Central Correctional Institute.

SHOWCASE of FLOORS

At the JMC College of Technology, we have a variety of flooring options for your home or business. Call today for a free estimate.

Covering All Your Physical Therapy Needs

At South East Arkansas Physical Therapy, we offer a variety of services to help you get back on your feet.

SOUTH EAST ARKANSAS PHYSICAL THERAPY

1000 W. 10th Street, Suite 100
 Little Rock, AR 72202
 Phone: (501) 525-1111

AMM November 2006 - 10

APPENDIX J

ARKANSAS DEPARTMENT OF HEALTH
Environmental Health Protection

Expires 10/31/11

Food Establishment Assessment Report				Page 1 of 2	
As Governed by State Code Section 20-7-101 thru 20-7-130, 20-56-201 thru 20-56-222, 20-57-201 thru 20-57-205		No. of Risk Factor/Intervention Violations		Date	
AR Dept of Health, 4815 West Mandham, Little Rock, AR 72205		No. of Repeat Risk Factor/Intervention Violations		Time In	
Establishment Address		City/State		Zip Code	
Customer #		Est. Type		Risk Category	
Required tobacco signage		Vending machine supervised?		Samples Collected	
Circled designates compliance status (IN, OUT, N/A, N/A) for each number item.		Mark "X" in appropriate box for CCS and/or R.		DOB - on-site during inspection R - repeat violation	
FOODBORNE ILLNESS RISK FACTORS AND PUBLIC HEALTH INTERVENTIONS					
Compliance Status			Compliance Status		
Demonstration of Knowledge 1 <input checked="" type="checkbox"/> OUT Certification by accredited program, compliance with Code of conduct responses. Employee Health 2 <input checked="" type="checkbox"/> OUT NO Management awareness, policy present 3 <input checked="" type="checkbox"/> OUT NA NO Proper use of reporting, restriction & exclusion Good Hygienic Practices 4 <input checked="" type="checkbox"/> IN OUT NO Proper eating, drinking or tobacco use 5 <input checked="" type="checkbox"/> IN OUT NO No discharge from eyes, nose, and mouth Preventing Contamination by Hands 6 <input checked="" type="checkbox"/> IN OUT NO Hands clean & properly washed 7 <input checked="" type="checkbox"/> IN OUT NO No bare hand contact with RTE foods or approved alternate method properly followed 8 <input checked="" type="checkbox"/> IN OUT Adequate handwashing facilities supplied & accessible Approved Source 9 <input checked="" type="checkbox"/> IN OUT Food obtained from approved source 10 <input checked="" type="checkbox"/> IN OUT NA NO Food received at proper temperature 11 <input checked="" type="checkbox"/> IN OUT Food in good condition, safe, & unadulterated 12 <input checked="" type="checkbox"/> IN OUT NO Required records available, shell stock tags, parasite destruction Protection from Contamination 13 <input checked="" type="checkbox"/> IN OUT NA Food separated & protected 14 <input checked="" type="checkbox"/> IN OUT NA Food contact surfaces cleaned and sanitized 15 <input checked="" type="checkbox"/> IN OUT Proper disposition of returned, previously served, second bones, & unsafe food			Potentially Hazardous Food Time/Temperature 16 <input checked="" type="checkbox"/> IN OUT NA NO Proper cooking time & temperatures 17 <input checked="" type="checkbox"/> IN OUT NA NO Proper reheating procedures for hot holding 18 <input checked="" type="checkbox"/> IN OUT NA NO Proper cooling time & temperatures 19 <input checked="" type="checkbox"/> IN OUT NA NO Proper hot holding temperatures 20 <input checked="" type="checkbox"/> IN OUT NA NO Proper cold holding temperatures 21 <input checked="" type="checkbox"/> IN OUT NA NO Proper date marking & identification 22 <input checked="" type="checkbox"/> IN OUT NA NO Time at public health control, procedures & record Highly Susceptible Populations 23 <input checked="" type="checkbox"/> IN OUT NA NO Pre-washed foods used, sanitized foods not offered Chemical 24 <input checked="" type="checkbox"/> IN OUT NA NO Food additives approved & properly used 25 <input checked="" type="checkbox"/> IN OUT Toxic substances properly identified, stored, & used Compliance with Approved Products 26 <input checked="" type="checkbox"/> IN OUT NA NO Compliance with venison, specialized products, & HACCP plan		
Risk Factors are improper practices or procedures identified as the most prevalent contributing factors of foodborne illness or injury. Public health interventions are control measures to prevent foodborne illness or injury.					

GOOD RETAIL PRACTICES are preventative measures to control the addition of pathogens, chemicals, and physical objects into foods.
Mark "X" in appropriate box for CCS and/or R.

Safe Food and Water		Proper Use of Utensils	
27 <input checked="" type="checkbox"/> Pasteurized eggs used where required		40 <input checked="" type="checkbox"/> In-use utensils, properly stored	
28 <input checked="" type="checkbox"/> Water and ice from approved source		41 <input checked="" type="checkbox"/> Utensils, equipment & linens, properly stored, dried & handled	
29 <input checked="" type="checkbox"/> Venison obtained for specialized processing methods		42 <input checked="" type="checkbox"/> Single-use & single-service articles, properly stored & used	
Food and Temperature Control		Utensils, Equipment and Vending	
30 <input checked="" type="checkbox"/> Proper cooling methods used, adequate equipment for temperature control		43 <input checked="" type="checkbox"/> Food & non-food contact surfaces cleanable, properly designed, constructed, & used	
31 <input checked="" type="checkbox"/> Hand food service container for hot holding		44 <input checked="" type="checkbox"/> Warewashing facilities, installed, maintained, & used; foot dips	
32 <input checked="" type="checkbox"/> Approved thawing methods used		45 <input checked="" type="checkbox"/> Non-food contact surfaces clean	
33 <input checked="" type="checkbox"/> Thermometers provided & accurate		Physical Facilities	
Food Identification		47 <input checked="" type="checkbox"/> Hot & cold water available; adequate pressure	
34 <input checked="" type="checkbox"/> Food properly labeled, original container		48 <input checked="" type="checkbox"/> Plumbing installed; proper backflow devices	
Prevention of Food Contamination		49 <input checked="" type="checkbox"/> Sewage & waste water properly disposed	
35 <input checked="" type="checkbox"/> Insects, rodents, & animals not present; no unauthorized personnel		50 <input checked="" type="checkbox"/> Toilet facilities, properly constructed, supplied & cleaned	
36 <input checked="" type="checkbox"/> Contamination prevented during food preparation, storage & display		51 <input checked="" type="checkbox"/> Garbage & refuse properly disposed; facilities maintained	
37 <input checked="" type="checkbox"/> Personnel cleanliness		52 <input checked="" type="checkbox"/> Physical facilities installed, maintained, & clean	
38 <input checked="" type="checkbox"/> Wiping cloths, properly used & stored		53 <input checked="" type="checkbox"/> Adequate ventilation & lighting; designated areas used	
39 <input checked="" type="checkbox"/> Washing fruits & vegetables			
Person in Charge (Signature) <i>Shawn Cantrell</i>		Date <i>5-17-2011</i>	
Inspector (Signature) <i>M. J. Brandon</i>		Follow-up: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> (Circle one) Follow-up date:	

Assessment Report

Paramedic Program

2010-2011

**University of Arkansas at Monticello
College of Technology, McGehee**



1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community, peer institutions) about your SLOs?

A. Student Learning Outcomes

Students successfully completing the UAM-CTM Paramedic program should be able to:

- i. Demonstrate affective, cognitive and psychomotor skills for the appropriate practice of emergency medical care.
- ii. Demonstrate the ability to rapidly and appropriately provide emergency care at both clinical and emergency sites.
- iii. Demonstrate integration of theory, clinical and field content in manners that are appropriate, ethical and legal.
- iv. Demonstrate competence to pass the National Registry Exam

B. Student Learning Outcomes Can Be Found At The Following Website:

<http://www.uamont.edu/mcgehee/EMTParamedic.htm>

C. Student Learning Objectives Are Listed On The Emergency Medical Technology Brochure. (Appendix A)

Indicate the accrediting agencies for the Paramedic Program and the term of accreditation.

D. National Accreditation

- i. The Paramedic program is accredited through the Commission on Accreditation of Allied Health Education Programs. This commission manages committees whose main purpose is to submit their recommendations to the commission, following a program review and site visit. The committee responsible for the Paramedic program's accreditation is the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions or CoAEMSP.
- ii. The website for this commission which sites our accreditation status is: <http://www.caahep.org/>
- iii. A copy of the initial Accreditation for 2005-2008 and a letter regarding the subsequent awarded continued accreditation for 2008-2010 and the 2011-2016 are attached. (Appendix B and C)

E. State Approval

- i. In addition, all EMT, paramedic and other EMS classes are approved by the Arkansas Department of Health, Section Of Emergency Medical Services.
(Appendix D)

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	College of Technology Learning Outcomes
	<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>SLO # 1,2, and 3</p> <p>SLO #1, 2, and 3</p> <p>SLO # 1, 2, 3, and 4</p> <p>SLO # 1,2,3, and 4</p> <p>SLO # 4</p>

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Student learning data is collected and analyzed at defined points during a student's progression through the program and continuously. The assessment process is broken down into three distinct domains: Cognitive, Psychomotor and Affective.

A. Cognitive Learning

- i. Cognitive learning is evaluated for individual students utilizing each chapter exam, mid-semester comprehensive exam, and final-semester comprehensive exam. By utilizing the testing process of "Blackboard Learn", the program has the ability to analyze individual student performance as well as the student cohort. This data not only informs the program's faculty of an individual student's learning progress, it allows the program to see the group as a whole, and then compare the individual to the cohort. An overview of the cohort's average, minimum and maximum scoring and an item analysis occurs with each exam. The analysis of data offers the opportunity to evaluate program curriculum and teaching methods/strategies used with a particular cohort. If a particular item is answered incorrectly by 50% (or higher), the question is reviewed by the instructor first, to ascertain its appropriateness and then it is discussed with students for their feedback. If it is determined (for whatever reason) to be an "inappropriate" question, it is either revised appropriately or taken off of the exam.

Analysis: Comprehensive final scores indicate 100% of December 2011 class passed the exam. Eight total students scored an average of 89.875% on the comprehensive with the lowest grade being 84% and the highest grade being 100%. All students (6) who passed the comprehensive exam, successfully completed the course and graduated from the program. Other data is unrecoverable and has been lost due to server failure. Lost data includes 2009-2011.

- ii. Cognitive SLOs are evaluated using a pre-test, post-test format. Students are required to pre-test (utilizing blackboard learn testing process) before coming to class on the chapters which are to be delivered in lecture that week. They are also required to complete a post-test before returning to class the next week.

Analysis: The analysis on the pre-test/post-test suggests that student learning has taken place in the classroom. In the table, (**Appendix E**) the represented students from one test (Paramedic I Class, totaling 6 students), all scored above passing on the post test and increased their test score an average of 37% from pre-test to post-test. Other data for analysis has been lost due to server failure.

- iii. Student learning data is collected immediately before the completion of each course utilizing the "**Student Self-Evaluation**" on the "Student Evaluation of Teaching" form. Students are asked to select on a Likert-type scale, 1-5, "Amount I have learned". Although this reveals the students' own perception of learning, it is very important that we know the student's belief regarding their learning experience during the course. The program analyzes this data with each course taught. (**Appendix F**)
- iv. Student learning outcomes are evaluated by the instructor in the skills lab utilizing the skills check-off sheet. Students are expected to improve with each subsequent evaluation in the lab. For a skill to be "signed-off", the

- student must be able to perform the skill correctly and cognitively respond as necessary. (Appendix G)
- v. Student learning outcomes are evaluated by preceptors utilizing the clinical/field evaluation form. Preceptors evaluate student performance following rotations in the clinical and field settings. (Appendix H)
 - vi. Student learning outcomes are evaluated by preceptors utilizing the preceptor evaluation form and the clinical grading matrix. Students are required to perform a minimum and maximum number hours and specific skills in each semester. Their learning and grades are based on the student's opportunity to successfully practice the clock hours and perform these skills and procedures. (Appendix I)
 - vii. Student cognitive learning is evaluated and analyzed using the National Registry written Exam results
 - 1. The licensing exam evaluates the graduate's knowledge and critical thinking skills to determine if licensure is granted
 - 2. The exam results allow the program to analyze each individual student and the cohort as a whole
 - 3. The results are provided for directors on a secure website controlled with a login and password www.nremt.org
 - 4. See National Registry 5-year pass rate table (Appendix J)
 - viii. Graduate evaluations (Appendix K)
 - 1. Each student is encouraged to go on-line to complete the self-evaluation form: www.dataarc.ws
 - 2. The site is ID and password protected
 - 3. This form asks the student if they were cognitively, psychomotor and affectively prepared to perform as a EMT/paramedic
 - 4. These questions are measured using a likert scale from 1-5, 5 being highest

Analysis:

Four out of seven students of the 2010 graduating paramedic class responded to an online survey (Appendix K). Survey results from this class provided evidence that that the student's perception of what they have learned while in the paramedic program was excellent in all domains. Of the four students who responded, 100% answered as "strongly agree" to the survey questions listed on Appendix J. Analysis of graduate evaluations collected over the past 4 years suggests the perception of student learning is positive and adequate in the psychomotor domain. 15 students completed and submitted the online form. The data reveals that students "strongly agreed" to positive questions regarding their learning experience. Psychomotor domain =100%. This suggests student learning in the program.

- ix. Employer evaluations
 - 1. Student learning outcomes are evaluated by employers 6 months following program completion/graduation by utilizing the employer surveys located on the following website: www.dataarc.ws
 - 2. Employers are sent a letter requesting their evaluation of the individual (graduated student).

3. The results are available to the accreditation agency and the program director from this site. A login and password are necessary for access. **(Appendix K)**

Analysis:

For the 2010 graduating class only one employer responded to the survey. Survey results from this employer provided evidence that the students were well prepared in all Student Learning Outcomes. The employer recorded “strongly agree” to the survey questions listed on **Appendix L**. Analysis of the employer evaluations collected over the past 4 years suggests that students are adequately prepared to function as entry level paramedics in the workforce. Fourteen employers completed and submitted on-line evaluation form. Data from the forms reveal that 91% of employers “strongly agreed” to positive questions concerning employee cognitive ability. The data suggests that students were trained effectively for entry-level paramedics.

B. Psychomotor Learning

- i. Student Learning Outcomes for psychomotor learning are analyzed using the clinical skills laboratory check-off Lab evaluation tool. **(Appendix G)**
 1. This form is used as the beginning psychomotor evaluation tool for the student. The instructor evaluates the student’s effectiveness while performing a particular skill in the laboratory. If the student is successful, they are allowed to proceed. If they are unsuccessful, the student is allowed to practice the skill before another evaluation is scheduled. If they are still unsuccessful, they are given one-on-one time with the instructor until they are successful.
 2. These skills must be checked off before the hospital clinical begins for each student.

Analysis: To date, all paramedic students have successfully completed the skills listed on the check-off form. There has never been a student who did not learn the skills.

- ii. Student Learning Outcomes for psychomotor learning are analyzed using the clinical skills check-off evaluation form. **(Appendix H)**
 1. This tool is used as the student progresses from the lab to the hospital clinical site
 2. Students are evaluated during clinical experiences at the hospital site by a preceptor
 3. If a student scores below a 3, the instructor discusses the challenge with the student to work toward strategies for improvement.

Analysis: Analysis of clinical skills check-off evaluations from preceptors reveals that students are consistently scoring “3”s on performed skills (Consistently proficient) in all areas.

- iii. Student Learning Outcomes for psychomotor learning are analyzed using the ambulance preceptor skill evaluations**(Appendix I)**
 1. This tool is used as the student progresses from the Lab to the hospital site to the ambulance service
 2. Students are evaluated during their ambulance experiences by a preceptor

3. Student Learning Outcomes for psychomotor learning are analyzed using the National Registry skills exam given for national licensing
4. A candidate is required to successfully complete a skills exam before earning and receiving a license
5. During this evaluation, the student's cognitive and psychomotor skills are assessed

Analysis: Analysis of clinical skills utilizing the ambulance preceptor skill evaluation reveals an increasing number of "2s" (Inconsistently proficient) for students. However, as with the hospital evaluation students are counseled and plans are discussed for strategies to assist the student to become proficient. Toward the end of the semester, students are consistently earning "3s", which suggests that learning is taking place.

- iv. Student psychomotor learning is evaluated and analyzed using the National Registry skills Exam given for national licensing
 1. Candidates are required to successfully complete a skills exam before earning and receiving a license.
 2. The licensing exam evaluates the graduate's knowledge of practice and skills to determine if licensure is granted
 3. The exam results allow the program to analyze each individual student and the cohort as a whole
 4. The results are provided for directors on a secure website controlled with a login and password www.nremt.org
 5. See National Registry 5-year pass rate in table below

Analysis: In last five years every graduate who tested the National Registry Psychomotor Exam, passed the skill exam. The data suggests that the plan of action for laboratory experiences is adequate.

- v. Graduate evaluations (**Appendix J**)
 1. Each student is encouraged to go on-line to complete the self-evaluation form: www.dataarc.ws
 2. The site is ID and password protected
 3. This form asks the student if they were prepared to perform a broad range of clinical skills.
 4. These questions are measured using a likert scale from 1-5, 5 being highest

Analysis: Analysis of graduate evaluations collected over the past 4 years suggests the perception of student learning is positive and adequate in the psychomotor domain. 15 students completed and submitted the online form. The data reveals that students "strongly agreed" to positive questions regarding their learning experience. Psychomotor domain =100%. This suggests positive student learning in the program.

- vi. Employer survey (**Appendix L**)
 1. Employers are asked to go on-line to answer questions regarding the graduate: www.dataarc.ws
 2. This form is on an ID and password protected site
 3. This form has questions regarding their cognitive, psychomotor and behavioral domains

4. The employer is asked to evaluate the graduates effectiveness in the above areas
5. If these surveys are analyzed and a weakness in the program is illuminated, the program would make the needed changes in the curriculum, teaching strategies, etc.

Analysis: Analysis of the employer evaluations collected over the past 4 years suggests that students are adequately prepared to function as entry level paramedics in the workforce. Fourteen employers completed and submitted on-line evaluation form. Data from the forms reveal that 91% of employers “strongly agreed” to positive questions concerning employee cognitive ability. 93% of employers “strongly agree” to positive questions concerning employee psychomotor (skills) and 100% of employers “strongly agree” to positive questions concerning employee affective skills. The data suggests that students were trained effectively for entry-level paramedics.

C. Behavioral (Affective) Learning

- i. Student behavioral learning is evaluated and analyzed using the clinical/field evaluation form, utilized by clinical instructor following a rotation in the hospital. **(Appendix H)**
 1. This form evaluates behavioral learning by looking at each student’s interpersonal skills: rapport with all individuals, verbal communication with team members, written communication, professional working relationships, leadership
- ii. Student behavioral learning is evaluated and analyzed using the clinical/field preceptor evaluation form which is identical to the clinical/field evaluation form, however a preceptor evaluates the student following clinical rotations. **(Appendix I)**
- iii. Student behavioral learning is evaluated and analyzed using the on-line graduate survey, required for continued accreditation. **(Appendix K)**
 1. The graduate goes on-line to an ID and password protected site to complete the survey www.dataarc.ws
 2. These surveys use the likert scale 1-5 to evaluate the program related to the students perception regarding the behavioral domain
 3. Each student evaluates the effectiveness of the program concerning their preparedness in:
 - a. Effective communication
 - b. Ethical and professional issues
 - c. Time management
 4. It also asks questions regarding critical professional issues such as:
 - a. Are you pursuing a National EMS credential
 - b. Are you a member of the state EMS professional association
 - c. Are you a member of the national EMS professional association
 - d. Are you active participant in continuing education

Analysis: Analysis of graduate evaluations collected over the past 4 years suggests the perception of student learning is positive and adequate in the affective domain. 15 students completed and submitted the online form. The data reveals that students “strongly agreed” to positive questions regarding

their learning experience. Affective domain =100%. This suggests positive student learning in the program.

- iv. Student behavioral learning is evaluated and analyzed using the National Registry Exam
 - 1. The licensing exam questions the graduate's knowledge of professional issues, communication, leadership and time management
 - 2. The exam results allows the program to analyze each individual student and the cohort as a whole
 - 3. See National Registry 5-year pass rate table below(**Appendix J**)
- v. Student behavioral learning is evaluated and analyzed using the employer evaluation form. (**Appendix L**)
 - 1. The employer is required to go to a ID and password protected site to complete an evaluation form www.dataarc.ws
 - 2. The EMS program is allowed to view these as they are completed by the employer
 - 3. These evaluations are analyzed and changes to the program would be made as necessary

Analysis: Analysis of the employer evaluations collected over the past 4 years suggests that students are adequately prepared to function as entry level paramedics in the workforce. Fourteen employers completed and submitted on-line evaluation form. Data from the forms reveal that 100% of employers "strongly agree" to positive questions concerning employee affective skills. The data suggests that students were trained effectively for entry-level paramedics.

4. Based on your analysis of student learning data in question 3, include an explanation of what seems to be improving student learning and what should be revised.

A. COGNITIVE LEARNING

- i. During the anatomy and physiology lecture, students questioned the appearance and exact location of body organs. The department has models of body organs and a model of organs located in a chest/abdomen cavity. This model is very precise however the students wanted a more realistic learning experience. Discussion in the classroom led to the suggestion of attending an autopsy. After researching the possibility, it was decided that the students would travel to the state crime lab. They had the opportunity to see actual internal body organs. This opportunity enhanced their learning concerning body organs, organ location and additionally structural abnormalities.

1. No revision necessary. We will continue to schedule trips to the state crime lab.
- ii. When one question is missed by 50% of the students, a deficiency is noted in the item analysis of Blackboard-Learn and the item is reviewed concerning: item structure, correctness, directness and appropriateness. If the item is considered sound on all these accounts, I offer extra explanation to the students regarding the subject matter and give test taking strategies.
 1. This method of preparing students to think critically while taking exams is improving student learning and reinforcing critical information
 2. Revision: After using numerous methods to teach osmosis, diffusion, filtration, sodium-potassium pump and how these effect the functioning of the body, it was determined to incorporate the following link into the lesson plan to assist in the teaching strategy. Please see the following link.

http://highered.mcgraw-hill.com/sites/0072495855/student_view0/chapter2/animation_how_diffusion_works.html

B. PSYCHOMOTOR LEARNING

- i. As deficiencies are noted during evaluation of individual students in the skills laboratory, students are taken back into the lab following the evaluation and explanations are given regarding their deficiency. The appropriate steps of the skill are reinforced, the student is allowed practice time until they are confident performing the skill. The student is then evaluated again.
 1. This method of preparing students to perform skills at a mastery level is consistently improving their skills performance. No revision necessary.
- ii. As an example: 2011 Spring Semester, one paramedic student was afraid to start an IV, fearing that she might fail. We went into the laboratory and she practiced penetrating rubber tubing with a catheter. The tubing was then covered with a plastic sheet and the student was allowed to practice through the plastic. She practiced and was successful at that point. The tubing was then covered with a nontransparent sheet and the student was again allowed to practice until confident. After this practice drill, the student was allowed to try in a hospital setting on live patients. The student started numerous IVs successfully. One-on-one time is a very good strategy with most students and will continue to be a method of this program. This method has now been used with numerous students with successful results.
 1. This method of preparing students to perform venipuncture is consistently improving their performance in IV Therapy. No revision is necessary.
- iii. Students are frequently unable to complete the maximum required skills check-off for clinical rotation.

C. BEHAVIORAL (AFFECTIVE) LEARNING

- i. Students are evaluated in the affective domain by preceptors or a clinical instructor.

- ii. If a student receives less than favorable scores or comments from a preceptor or clinical instructor, the student is counseled on the particular behavior. Professionalism and behavior issues are discussed with the student. Strategies are shared with the student for improvement in this domain.
 - 1. Revision: Require students who are having problems with behavior and professional issues to re-read the Professional/Legal/Ethical chapters of the text and write a paper about their behavior and how they could have handled the issue in a professional/legal/ethical manner.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

- A. STUDENT CONCERNS, QUESTIONING AND SUGGESTIONS IN THE CLASSROOM
 - i. Student's grades in clinical are related to the number of skills and procedures they have the opportunity to perform. They are required to perform a certain number of particular skills. **(Appendix I)** At times, students do not perform the maximum number of skills required. This is normally due to the clinical site they have chosen. For example, if they need to see 20 patients with abdominal complaints and they only have the opportunity to see 5; their inability to meet clinical criteria is related to the hospital/ambulance service they have chosen for clinical rotation. This affects their learning experiences and their grade earned in clinical.
- B. DATA COLLECTED FROM ADVISORY COMMITTEE
 - i. Committee recommended that the Director needs more secretarial help. Because of all the necessary paperwork with the program, the committee feels that the director is being pulled from the classroom and lecture preparation to perform duties that can be performed by an assistant.
- C. ADDITIONAL DATA HAS BEEN LISTED AND ANALYZED PREVIOUSLY IN QUESTIONS 4 AND 5

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place

- A. Cognitive SLOs are evaluated using pre-test and post-test. The EMS program plans to use this method with every course in the program to continue evaluation of classroom methods. The collection and analysis of this data will maintain and improve classroom learning.
 - i. The plan will begin immediately with the Summer II courses.

- ii. The students will be required to take the tests before and after each course lecture utilizing “Blackboard Learn” testing, on-line.
 - iii. The exams will contain at least 50 questions.
 - iv. The program director will allow all enrolled students the opportunity to take the exams.
- B. After analysis of student grades in clinical, it has been determined, because of their choice of clinical sites, many students may not have the opportunity to perform the necessary skills and procedures needed to master them (skills and procedures) and earn a good grade. Clinical grades are based on the student’s successful performance of a particular number of skills and procedures. The program is hiring a clinical coordinator to assist the students during clinical rotations.
- i. The clinical coordinator will begin 2011 Fall Semester all clinical courses.
 - ii. The clinical coordinator will review the student’s skills check-off sheet once a week to determine if the student is meeting the student learning outcomes of the clinical course. If not, the coordinator will suggest another site/area.
 - iii. The clinical coordinator will form and maintain relationships with clinical sites in an effort to determine and identify the availability of opportunities for the students.
 - iv. The clinical coordinator will assess a student’s needs and assign them to the appropriate site.
- C. After meeting with the advisory committee, it was determined that the nursing secretary will begin to perform more duties for the EMS program director.
- i. The secretary will keep daily attendance for the EMS program
 - ii. The secretary will keep clinical/field contracts current, with assistance from the program director
 - iii. The secretary will assist with filing
 - iv. The secretary will assist with duties as needed during this next assessment period
 - 1. This will give the director more time to prepare for lectures and laboratory sessions.
 - 2. The director will have more time for questions and one-on-one student interactions
 - 3. The program proposes that this will lead to increased student learning

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

- A. During this assessment period, the department started the implementation of a patient simulator. The ‘SimMan’ is a life-size manikin that displays human functions such as breathing, a pulse, sneezing etc. SimMan will be instrumental to students’ development treatment procedure. For example, one of the many scenarios that is used to train students is for SimMan to have an asthma attack. SimMan displays the same symptoms that a real patient would (shallow, fast respiration, and high carbon

dioxide/low oxygen level readings) during a scenario. Students are then able to respond in the manner they think is best suited for the situation. With the use of a remote control, an instructor can change SimMan's conditions to simulate that the steps the students are taking are effective.

i. Students will evaluate the experience using a likert-type scale (Appendix M)

The program will utilize debriefing as a potent student learning aid

- B. Another tactic implemented during this period is weekly memorization of pharmacological terms. Students were previously overwhelmed in attempting to memorize a large amount of information in a short period of time, so the department changed the program of study to allow the students to memorize the information in smaller quantities spread throughout the semester. This approach has improved the confidence of students, and improved their ability to memorize vital information.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

- A. Students enrolled in the UAM CTM Paramedic program complete end of semester evaluations of the course, instructor and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with the EMS director by the assistant vice chancellor during the director's performance evaluation conference to determine what actions may be taken by the instructor.
- B. The faculty participates in self-evaluations and peer-evaluations. These evaluations allow the faculty to experience another faculty's strategies/methods of facilitating student learning. Peer evaluations are kept in the assistant vice chancellor's files and are shared with the faculty during yearly performance evaluations.
- C. With the assistance of the EMS Advisory Board, the EMS director is able to get advice from members of the community of interest. The program of study is reviewed and strategies to improve student learning outcomes are discussed. The director has an open-door policy for stakeholders (employers). Ambulance owners communicate with the director openly concerning their needs for personnel and any deficits they may have assessed in the program's graduates. Program and lecture adjustments are made according to employer evaluations. The EMS director strives to produce Paramedics and EMTs who are prepared to enter the workforce and become a productive of the healthcare community.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University. (A generalized statement such as "we take a personal interest in our students: is not evidence.)

- A. Recruiting
- i. The EMT course is a prerequisite for the Paramedic program. The program encourages all those who successfully complete the course to continue their

education by entering the Paramedic program. Many of the students will earn their EMT license, work and continue their studies by enrolling in prerequisites and then the Paramedic program.

- ii. The director communicates freely with the ambulance services in the area/region. The director visits ambulance bases and talks to owners at least once a month about the Paramedic program and EMT course. Brochures are handed out and left available for EMTs who may be interested in the Paramedic program.
- iii. Word-of-Mouth advertising by current students and past Paramedic graduates and the reputation of the program is a very strong influence. The program provides exemplary service to current students and past graduates. Refresher courses are offered to assist the current EMTs and Paramedics with the educational courses needed to keep their license. The EMS profession is a closely knit group, and many of the current and past students were told about the program by co-workers and those in the medical profession.

B. Retention

- i. Enrollment and retention is strengthened by scheduling the courses in EMT and Paramedic to one-day/week.
- ii. Most of the Paramedic students are working as EMTs and must work to support their families. If the schedule required them to attend lecture several days a week, it would be difficult for them to attend and be successful.
- iii. Students are referred to UAM College of Technology, McGehee's retention specialist when identified and as needed to get assistance with time management, study skills and test-taking skills
- iv. The director offers one-on-one tutoring if needed to any student who needs help processing and retaining critical information/data needed to master the course. He makes his cell number available to all his current students and graduates.
- v. Students are encouraged to complete the program of study and are also encouraged to look at other avenues for their education, such as fast tracking to RN.

C. Graduation

- i. Students are given one-on-one advisement during their studies. They are shown how they can graduate and have a full career in healthcare. Past graduates are invited as guest speakers to assist in the encouragement of current students. Students are given the opportunity to choose their clinical site to assist them in the number of miles they must drive to obtain their education. Students are counseled on the criteria needed for graduation during their first scheduled class days in the program. They are given a "Program of Study" with the requirements of the Paramedic technical certificate included. Students sign this document and it is kept in their file for future reference.
- ii. Following graduation, students are encouraged and given one-on-one time to study and practice skills to assist them in successfully passing the National Registry. Students must pass The National Registry written and skills exams to earn their license and begin working as a Paramedic.

**UAM College of Technology-
McGehee
Emergency Medical
Technology**

Appendix A EMS BROCHURE

**Certificate of Proficiency
and Technical Certificate**



To learn more about the UAM CTM
Emergency Medical Technology
program contact a member of the
staff:

Gursan Singh, Instructor
singh@uamont.edu

Peggie Orrell, RN, BSN,
Director of Nursing and Allied Health
orrellp@uamont.edu

Phone: 870-222-5360

Or visit our website at
[http://www.uamont.edu/mcgehee/
EMTParamedic.htm](http://www.uamont.edu/mcgehee/EMTParamedic.htm)



Financial Assistance

If you wish to pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative to learn more about programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105



University of Arkansas at Monticello
College of Technology-McGehee

1609 East Ash
McGehee, AR 71654

Telephone: 870-222-4709

<http://www.uamont.edu/mcgehee/>
UAM College of Technology-McGehee does
not discriminate on the basis of race, color,
national origin, sex, age or disability.

UAM CTM Emergency Medical Technology

If you are interested in a profession that is fast paced, science base and life saving then Emergency Medical Technology might be for you. The University of Arkansas at Monticello College of Technology-McGehee has an outstanding program to train both Basic EMTs and Paramedics.

UAM CTM Emergency Medical Technology program are trained in theory and a variety of technical skills in pre-hospital settings.

Students who complete the UAM CTM EMT Basic Certificate of Proficiency are prepared to perform basic emergency medical procedures and are eligible to apply to take the National Registry EMT- Basic Certification examination.

Students electing to continue on to the EMT Paramedic Technical Certificate receive advanced training in emergency medical procedures and are eligible to apply to take the National Registry EMT Paramedic Certification Examinations.



Student Learning Outcomes

- Students who successfully complete the UAM CTM EMT program should be able to:

Demonstrate affective, cognitive and psychomotor skills for the appropriate practice of emergency medical care.

Demonstrate the ability to rapidly and appropriately provide emergency care at both clinical and emergency sites.

Demonstrate integration of theory, clinical and field content in manners that are appropriate, ethical and legal.

Demonstrate competence to pass the National Registry Exam.

Enrollment in the EMT Program is open to anyone 18 years of age or older. Only students who meet admissions requirements will be allowed to register. Upon acceptance into the EMT program the student must submit the following:

EMT Basic	EMT Paramedic
Current HCP CPR Certification Card	A current HCP CPR Certification Card Completed Physical Examination form P.P.D. Skin Test or Chest X-Ray VDRL CBC Urinalysis Tetanus Toxoid Hepatitis B Series

UAM CTM Emergency

Medical Technology Program

EMT Basic Certificate of Proficiency:

1138 EMT Basic

EMT Paramedic Technical Certificate:

Pre-requisites-

1138 EMT Basic

1103 Paramedic Anatomy and

Physiology

Technical Mathematics

Technical Communications

Core Courses-

Paramedic I

Paramedic Clinical I

2217 Paramedic II

2224 Paramedic Clinical II

2323 Advanced Cardiac Life Support

Paramedic III

Paramedic Field Internship I

2317 Paramedic IV

2334 Paramedic Field Internship II

NOTE: Random drug screening may be utilized at any time during the course of the program at the student's expense.



Commission on Accreditation

OF ALLIED HEALTH EDUCATION PROGRAMS

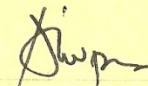
The Commission on Accreditation of Allied Health Education Programs certifies that the

Emergency Medical Technician-Paramedic Program

**University of Arkansas-Monticello
Monticello, Arkansas**

has completed an accreditation review and is judged to be in compliance with the nationally established standards this 20th day of May 2005 and expiring the 31st day of May 2008.


President, Board of Directors


Chair, Committee on Accreditation

Appendix C SUBSEQUENT CAAHEP APPROVAL 2008-2011, 2011-2016

1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350 / Fax: 727-210-2354
www.caahep.org



March 17, 2008

Jack Lassiter, EdD, President
University of Arkansas – Monticello
346 University Drive
Monticello, AR 71656

Dear President Lassiter:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **March 14, 2008** to award **continuing accreditation** to the Emergency Medical Technician-Paramedic Program at University of Arkansas – Monticello.

The recent peer review conducted by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP) and CAAHEP's Board of Directors recognizes the program's compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the program, including an on-site review, is scheduled to occur no later than **2010**.

The accreditation standards are established by CAAHEP and American Academy of Pediatrics (AAP), American College of Cardiology (ACC), American College of Emergency Physicians (ACEP), American College of Osteopathic Emergency Physicians (ACOEP), American College of Surgeons (ACS), American Society of Anesthesiologists (ASA), National Association of Emergency Medical Technicians (NAEMT), National Association of State EMS Officials (NASEMSO), National Registry of Emergency Medical Technicians (NREMT), the National Association of EMS Physicians (NAEMSP), and the National Association of EMS Educators (NAEMSE).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation.

Sincerely,

A handwritten signature in black ink, appearing to read 'William Horgan', written over a horizontal line.

William Horgan
President

cc: Bob G. Ware, MA, Dean
Gursarn Singh, BS, NREMT-P, Program Director
Randy Kuykendall, MLS, NREMT-P, CoAEMSP Chair
George W. Hatch Jr., EdD, LP, EMT-P, CoAEMSP Executive Director

Commission on Accreditation of Allied Health Education Programs



**Commission on
Accreditation**
of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs, upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA EMSP), verifies that the following program

*Emergency Medical Technician - Paramedic
University of Arkansas at Monticello
Monticello, AR*

is judged to be in compliance with the nationally established standards and awarded continuing accreditation on September 16, 2011.

A handwritten signature in black ink, reading "Hugh Bonner".

Hugh Bonner
President, CAAHEP

A handwritten signature in black ink, reading "Douglas K. York".

Douglas K. York, NREMT-P, PS, (NAEMT)
Chair, CoA EMSP

Appendix D ARKANSAS DEPARTMENT OF HEALTH APPROVAL LETTER



Arkansas Department of Health

5800 West 10th Street Suite 800 • Little Rock, Arkansas 72204-1763 • Telephone (501) 661-2262
Governor Mike Beebe
Paul K. Halverson, DrPH, FACHE, Director and State Health Officer

November 17, 2009

Gursarn Singh
UAM McGehee
PO Box 747
McGehee, AR 71654

Dear Mr. Singh:

The Paramedic EMT Course indicated below has been approved.

EMT – Paramedic

This course must follow the Department of Transportation, 1998 National Standard Curriculum for EMT-Paramedic training. **The Section of EMS must be notified of any significant changes in the course schedule.**

Candidates eligible to challenge the state certification exam must have successfully completed the Department of Transportation National Standard Curriculum **EMT – Paramedic course** and an **end-of-course written exam**. *Successful completion of skills verification using the **National Registry of EMTs skill exam sheets** conducted throughout the course must be maintained for each student.*

In order for candidates to challenge the NREMT practical skills examination, the instructor(s) should contact the Section of EMS and Trauma Systems to schedule a date at least six (6) weeks prior to the preferred date. End of course documentation must be submitted no later than ten (10) days after completion of the class. Online verification of course completion with National Registry of Emergency Medical Technicians should be completed by the Training Site Representative (or their designee) when the end of course information and paperwork are sent to the Section.

Training Site Number – 029-AR

(This Training Site number must be included on the student's testing application to NREMT.)

Course Approval Number – 10009

(This course approval number must be included on all student's Arkansas bubble form application.)

Location:

Course Beginning Date: 8/25/10

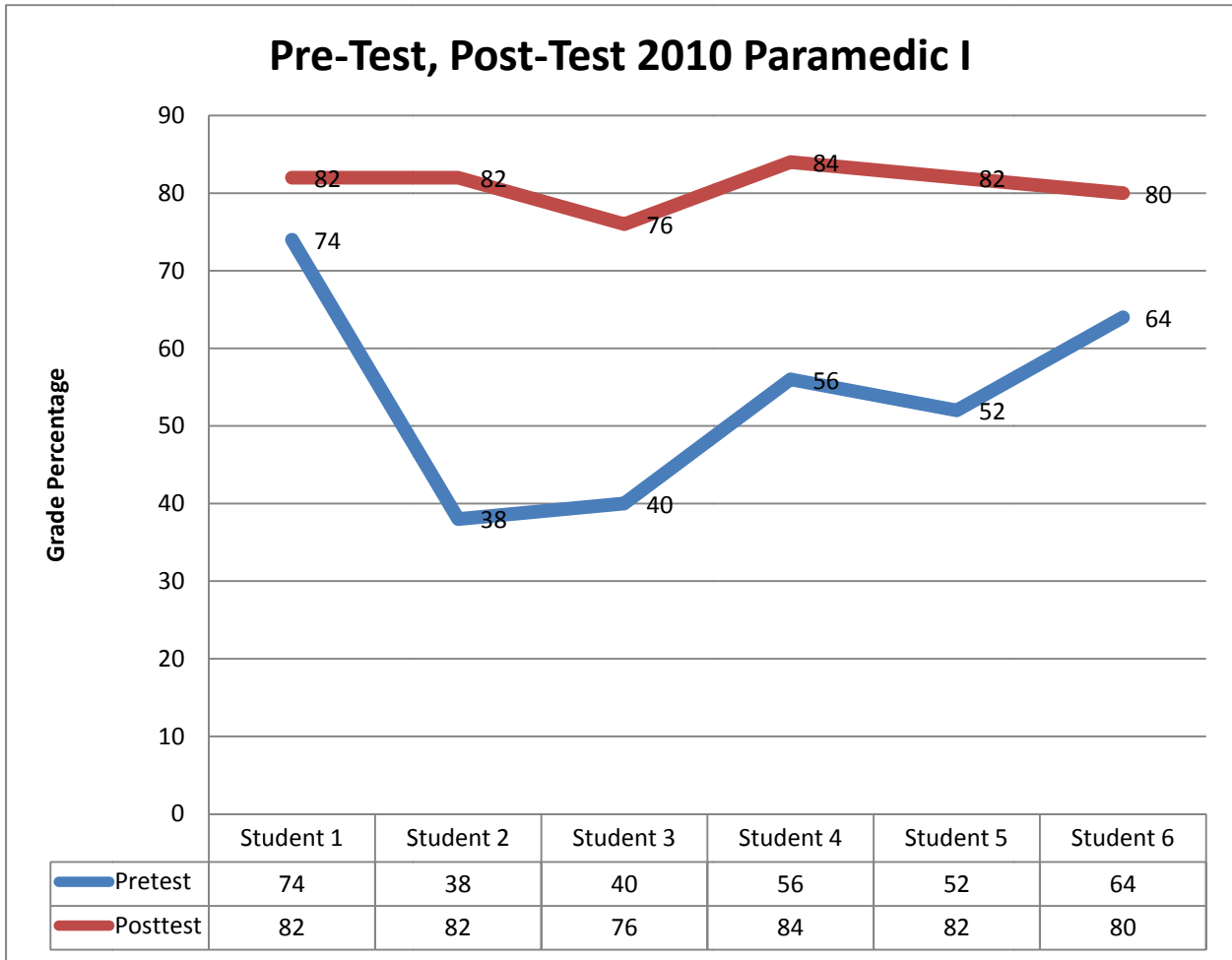
Ending Date: 12/14/11

If you have any questions or need more information, please feel free to call me at 501-661-2262.

Sincerely,


Amy Anthony, NREMT-P, EMS Specialist
Section of EMS & Trauma Systems

Appendix E PRE-TEST, POST-TEST SAMPLE TAKEN FROM 2010 PARAMEDIC I CLASS



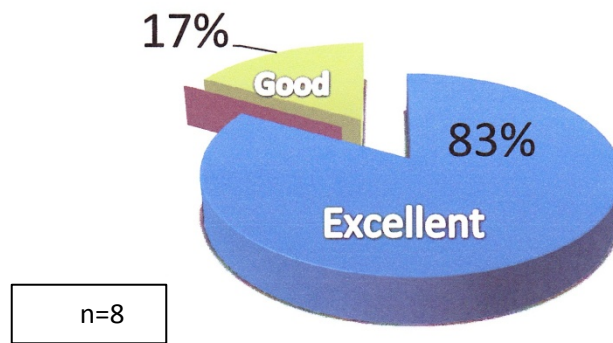
Appendix F STUDENT SELF-EVALUATION SPRING 2011

STUDENT EVALUATION OF TEACHING/SELF EVALUATION SPRING 2011

QUESTION: The student is asked to score, "Amount I have learned"

Paramedic II

Analysis of numbers reveals:
83.33% responded Excellent
0.00% responded Very Good
16.67% responded Good

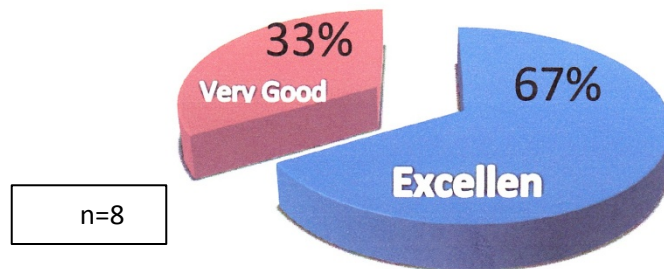


Student response to "Amount I have learned" in Paramedic II course.

QUESTION: The student is asked to score, "Amount I have learned"

Paramedic II-Internship

Analysis of numbers reveals:
66.67% responded Excellent
33.33% responded Very Good
0.00% responded Good



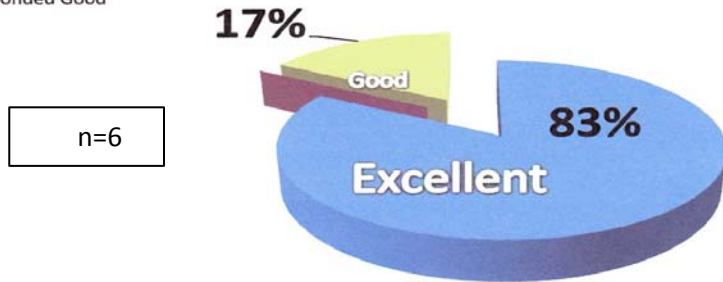
Student responses to "Amount I have learned" in Paramedic Internship

STUDENT EVALUATION OF TEACHING/SELF EVALUATION SPRING 2011

QUESTION: The student is asked to score, "Amount I have learned"

Paramedic Clinical

Analysis of numbers reveals:
83.33% responded Excellent
0.00% responded Very Good
16.67% responded Good

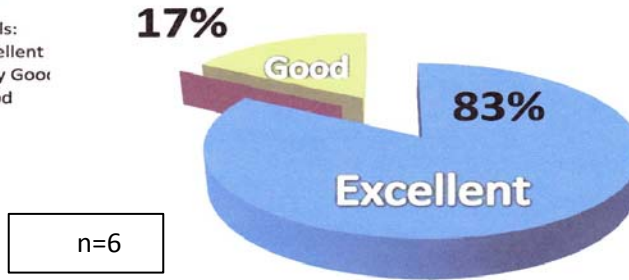


Student response to "Amount I have learned" in Paramedic Clinical

QUESTION: The student is asked to score, "Amount I have learned"

Advanced Cardiac Life Support

Analysis of numbers reveals:
83.33% responded Excellent
0.00% responded Very Good
16.67% responded Good



Student response to "Amount I have learned" in ACLS

STUDENT EVALUATION OF TEACHING/SELF EVALUATION SPRING 2011

QUESTION: The student is asked to score, "Amount I have learned"

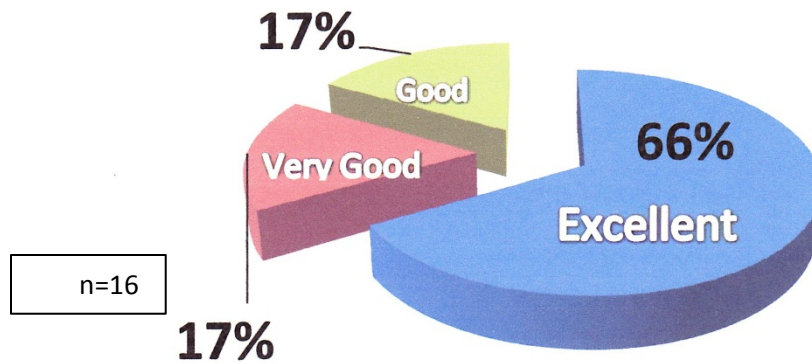
Paramedic Human Anatomy and Physiology

Analysis of numbers reveals:

66.67% responded Excellent

16.67% responded Very Good

16.67% responded Good



Student response to "Amount I have learned in Paramedic A & P"

QUESTION: The student is asked to score, "Amount I have learned"

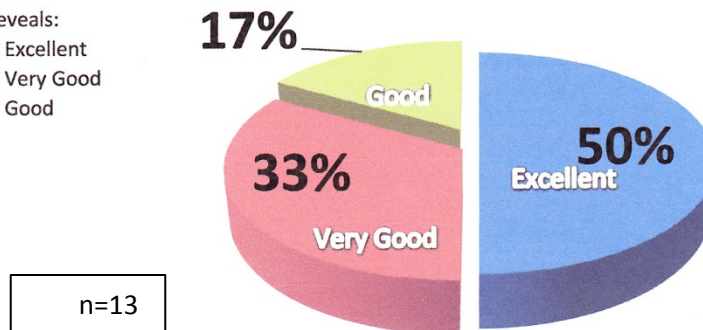
Basic EMT

Analysis of numbers reveals:

50.00% responded Excellent

33.33% responded Very Good

16.67% responded Good



Student response to "Amount I have learned in Basic EMT"

Appendix G LAB CHECK-OFF SHEET

University of Arkansas at Monticello
College of Technology, McGehee
Paramedic Program
Check Off Sheet for EMER 1124
Clinical I
In Class Practice

Student Name: _____

Topic	Examiner	Date
Medications Oral	GS	6-16-11
Medication Inhalation	GS	6-16-11
Medication ET	GS	6-16-11
Medication SQ	GS	6-16-11
Medication IM	GS	6-16-11
Medication IV	GS	6-16-11
Medication Sub-lingual	GS	6-16-11
IV (IV Arm)	GS	6-16-11
IV (Intraosseous)	GS	6-23-11
Comprehensive Assessment Pediatrics	GS	6-23-11
Comprehensive Assessment Adults	GS	6-23-11
Comprehensive Assessment Geriatrics	GS	6-23-11

The above skills must be checked off before the hospital clinical for EMER 1124.

Gursarn Singh

Gursarn Singh
Paramedic Instructor

Appendix H CLINICAL/FIELD EVALUATION

UAM COT McGehee
Clinical/Field Evaluating Form

Hospital

Scoring Framework

- 1 - Frequently deficient (1-79% of occurrences)
- 2 - Inconsistently proficient (80-99% of time)
- 3 - Consistently proficient (99+% of the time)
- NA - Not applicable or observed

NAME: _____
Date: 10/7/10 Unit: DRER

Evaluator: _____

Overall Shift Grade = 3 2 1

Scene Management				
1. Safety and work environment	<u>3</u>	2	1	NA
2. BSI/PPE/Universal precautions	<u>3</u>	2	1	NA
3. Crowd and family control	<u>3</u>	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Patient Assessment				
4. Physical exam	<u>3</u>	2	1	NA
5. Interpretation of assessment findings	<u>3</u>	2	1	NA
6. Chest auscultation / Lung sounds	<u>3</u>	2	1	NA
7. Cardiac rhythm (EKG) assessment	<u>3</u>	2	1	NA
8. Development of patient management plan	<u>3</u>	2	1	NA
9. Requests additional personnel and equipment	<u>3</u>	2	1	NA
10. Performs initial (primary) assessment and intervenes within 60 seconds if appropriate	<u>3</u>	2	1	NA
11. Evaluates care given - performs ongoing assessments	<u>3</u>	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Interpersonal Skills				
12. Rapport with patient, family, bystanders, and public safety officials	<u>3</u>	2	1	NA
13. Communication with team members	<u>3</u>	2	1	NA
14. Report appropriately	<u>3</u>	2	1	NA
15. Clear, concise, correctly spelled documentation	<u>3</u>	2	1	NA
16. Collegial, professional working relationship with team members	<u>3</u>	2	1	NA
17. Tactful, decisive leadership	<u>3</u>	2	1	NA
18. Demonstrates healthcare professionalism	<u>3</u>	2	1	NA
19. Openness to feedback and guidance	<u>3</u>	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Treatment Skills				
20. Inventory check	<u>3</u>	2	1	NA
21. Equipment operation	<u>3</u>	2	1	NA
22. Basic airway management; oxygen therapy	<u>3</u>	2	1	NA
23. Advanced airway skills	<u>3</u>	2	1	NA
24. Chest decompression	<u>3</u>	2	1	NA

Student's Name: _____

Page 1

25. Electrical therapy - defibrillation, cardioversion, pacing	3	2	1	NA
26. IV access	3	2	1	NA
27. PSAG/MAST	3	2	1	NA
28. Bandaging/Splinting	3	2	1	NA
29. Extrication/Patient Positioning	3	2	1	NA
30. Spinal immobilization	3	2	1	NA
31. Drug administration	3	2	1	NA
32. Drug knowledge	3	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Individual patients evaluated or treatments. (These numbers are consolidated on the semimonthly reporting sheet)

Age	Sex	Asmt	IV Meds	IM Meds	SC Meds	ET	IV	Vent	Elec	Oth	OB	Trau	Med	Psych	CP	Resp Adult	Resp Ped	Syn	Abd	AMS
78	F	/					✓		✓	✓			✓			✓				
67	M	/							✓	✓			✓							
53	M	/	✓				✓			✓			✓							
55	F	/							✓				✓				✓			✓
7	M	✓	✓				✓			✓			✓				✓			
63	M	✓	✓				✓		✓	✓			✓		✓		✓			
82	M	✓								✓	Blunt		✓							
85	M	✓	✓				✓		✓	✓	Blunt		✓						✓	
16	M	/			✓					✓	Blunt	✓								
20	M	/									Blunt	✓								
31	F	✓							✓				✓		✓					
32	M	✓		✓									✓							
40	F	✓					✓			✓			✓							
63	M	✓											✓							
66	M	✓	✓				✓						✓							
36	F	✓					✓						✓							

Additional comments and suggestions for improvement:

Time in 8:00 AM Time out 1900 # of Clinical or Filed hours 11

Evaluator Signature

Date

Student Signature

Date

Student's Name: _____

Page 2

Appendix I EVALUATION AND REQUIRED HOURS AND SKILLS

UAM COT McGehee

Ambulance

Scoring Framework

Clinical/Field Evaluating Form

1 - Frequently deficient (1-79% of occurrences)

2 - Inconsistently proficient (80-99% of time)

3 - Consistently proficient (99+% of the time)

NA - Not applicable or observed

NAME: _____

Date: 7/5/11

Unit: 9A McGehee

Evaluator: _____

Overall Shift Grade = **3** 2 1

Scene Management				
1. Safety and work environment	3	2	1	NA
2. BSI/PPE/Universal precautions	3	2	1	NA
3. Crowd and family control	3	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Patient Assessment				
4. Physical exam	3	2	1	NA
5. Interpretation of assessment findings	3	2	1	NA
6. Chest auscultation / Lung sounds	3	2	1	NA
7. Cardiac rhythm (EKG) assessment	3	2	1	NA
8. Development of patient management plan	3	2	1	NA
9. Requests additional personnel and equipment	3	2	1	NA
10. Performs initial (primary) assessment and intervenes within 60 seconds if appropriate	3	2	1	NA
11. Evaluates care given - performs ongoing assessments	3	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Interpersonal Skills				
12. Rapport with patient, family, bystanders, and public safety officials	3	2	1	NA
13. Communication with team members	3	2	1	NA
14. Report appropriately	3	2	1	NA
15. Clear, concise, correctly spelled documentation	3	2	1	NA
16. Collegial, professional working relationship with team members	3	2	1	NA
17. Tactful, decisive leadership	3	2	1	NA
18. Demonstrates healthcare professionalism	3	2	1	NA
19. Openness to feedback and guidance	3	2	1	NA
Comments (Required on all "1" scores and "2" scores):				

Treatment Skills				
20. Inventory check	3	2	1	NA
21. Equipment operation	3	2	1	NA
22. Basic airway management; oxygen therapy	3	2	1	NA
23. Advanced airway skills	3	2	1	NA
24. Chest decompression	3	2	1	NA

Student's Name: _____

25. Electrical therapy - defibrillation, cardioversion, pacing	3	2	1	(NA)
26. IV access	3	2	1	NA
27. PSAG/MAST	3	2	1	NA
28. Bandaging/Splinting	3	2	1	NA
29. Extrication/Patient Positioning	3	2	1	NA
30. Spinal immobilization	3	2	1	NA
31. Drug administration	3	2	1	NA
32. Drug knowledge	3	2	1	NA

Comments (Required on all "1" scores and "2" scores):
Student is where expected & shows steady improvement

Individual patients evaluated or treatments. (These numbers are consolidated on the semimonthly reporting sheet)

Age	Sex	Asmt	IV Meds	IM Meds	SC Meds	ET	IV	Vent	Elec	Oth	OB	Trau	Med	Psych	CP	Resp Adult	Resp Ped	Syn	Abd	AMS
62	M	X	X				Transfer long care						X			X				X
49	M	X	X				CP						X		X	X				
68	F	X					Bleeding from ear						X							

Additional comments and suggestions for improvement:

Time in 0800 Time out 0800 # of Clinical or Filed hours 24

Evaluator Signature _____ Date 7/05/24 Student Signature _____ Date 7/5/24

Student's Name: _____

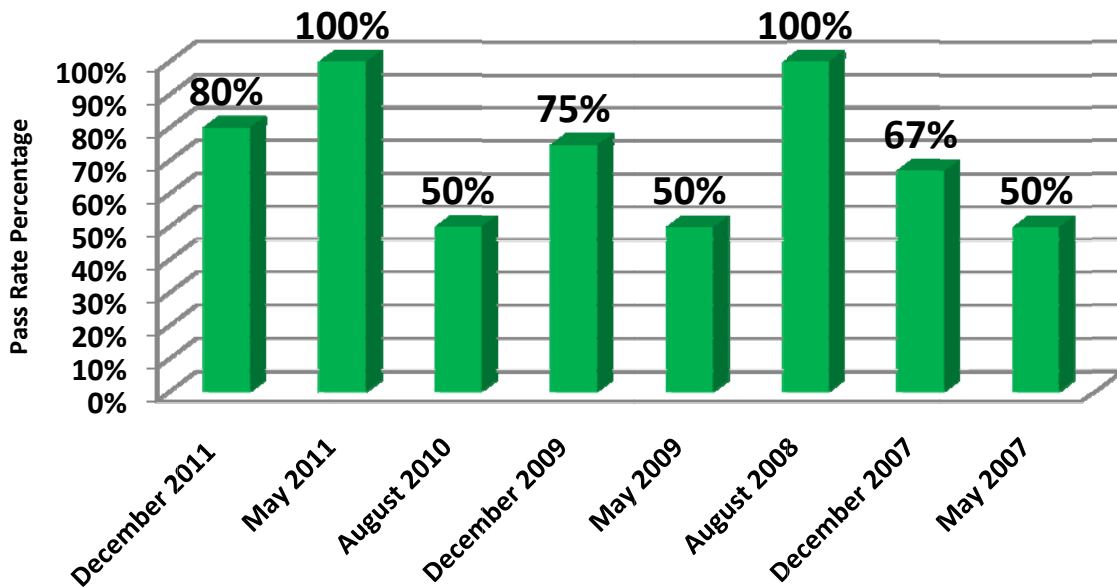
Student's grades are based on the hours they earn in clinical/field and the number of skills they have the opportunity to perform

- Grade A** 150 clinical hours or more
And
Conduct a comprehensive physical assessment (initial and detailed) on a minimum of:
15 pediatric patients (newborn, infants, toddlers, school age, etc)
25 adult patients
15 geriatric patients
AND include the following pathologies and complaints:
5 obstetric patients
20 trauma patients
10 psychiatric patients
15 chest pain patients
10 adult respiratory distress patients
4 pediatric patients in respiratory distress
5 patients with syncope
10 patients with abdominal complaints
10 patients with altered mental status
And competently initiate an IV infusion on a minimum of:
12 patients in various age groups
And administer IM injections: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites;
2 patients (minimum) in various age groups
And administer subcutaneous injections;
- 2 patients (minimum) in various age groups
- Grade B** 140 to 149 clinical hours
And
Conduct a comprehensive physical assessment (initial and detailed) on a minimum of:
10 pediatric patients (newborn, infants, toddlers, school age, etc)
20 adult patients
10 geriatric patients
AND include the following pathologies and complaints:
5 obstetric patients
15 trauma patients
5 psychiatric patients
10 chest pain patients
5 adult respiratory distress patients
2 pediatric patients in respiratory distress
3 patients with syncope
7 patients with abdominal complaints
7 patients with altered mental status
And competently initiate an IV infusion on a minimum of:
10 patients in various age groups
And administer IM injections: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites;
2 patients (minimum) in various age groups
And administer subcutaneous injections; 2 patients (minimum) in various age groups
- Grade C** 130 to 139 clinical hours
And
Conduct a comprehensive physical assessment (initial and detailed) on a minimum of:
5 pediatric patients (newborn, infants, toddlers, school age, etc)
10 adult patients

10 trauma patients
3 psychiatric patients
5 chest pain patients
2 adult respiratory distress patients
2 pediatric patients in respiratory distress
2 patients with syncope
5 patients with abdominal complaints
5 patients with altered mental status
And competently initiate an IV infusion on a minimum of:
5 patients in various age groups
And administer IM injections: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites;
2 patients (minimum) in various age groups
And administer subcutaneous injections; 2 patients (minimum) in various age groups
- Grade D or F** Below 130 clinical hours cannot continue paramedic program

Appendix J PARAMEDIC NATIONAL REGISTRY 5 YEAR PASS RATE

**UAMCTM Paramedic National Registry 5 Year
Pass Rate**



Dec 2011 - 4 of 5 students passed, 6 untested at this time
May 2011 6 of 6 students passed
August 2010 2 of 4 students passed
December 2009 - 5 of 7 students passed
May 2009 - 2 out of 4 students passed
Dec 2007 - 4 of 6 students passed
May 2007 - 4 of 8 studen

Appendix K GRADUATE SUMMARY REPORT FROM DATAARC

University of Arkansas-Monticello College of Technology, McGehee Survey

CoAEMSP Graduate Summary Report

There are **4 CoAEMSP Graduate Survey** Records that match your Summary criteria.

Eligibility/Credential Status Information

First Responder: **1** EMT-Basic: **1** EMT-Paramedic: **3** Nationally Registered: **3** State Certified/Credentialed: **2** Other Credentials: **, , ,**

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

I. KNOWLEDGE BASE (Cognitive Domain)

THE PROGRAM:

A.	Helped me acquire the EMS knowledge necessary to function in a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
B.	Helped me acquire the general medical knowledge base necessary to function in a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
C.	Prepared me to collect data from charts and patients.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
D.	Prepared me to interpret patient data.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

E.	Prepared me to recommend appropriate diagnostic and therapeutic procedures.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
F.	Trained me to use sound judgment while functioning in a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

Comments

NO NAMES REMOVED

- ! No Comment Entered
- No Comment Entered
- ! - No Comment Entered
- o Comment Entered

Summary Statistics Knowledge Base (Cognitive Domain)

Rating:	5	4	3	2	1	N/A
Count:	24					0
Percentage:	100					
Total Responses:	24 Mean ± SD: 5.0 ± 0.0					

II. CLINICAL PROFICIENCY (Psychomotor Domain)

THE PROGRAM:

A.	Prepared me to perform a broad range of clinical skills.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
B.	Prepared me with the skills to perform patient assessment.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

C.	Prepared me to perform approved therapeutic procedures and modalities.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
D.	Prepared me to perform and interpret diagnostic procedures.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

Comments

*NAAMES
REMOVED*

- na - No Comment Entered
- o Comment Entered
- i - No Comment Entered
- No Comment Entered

		Rating:	5	4	3	2	1	N/A	
		Count:	16						0
		Percentage:	100						
		Total Responses:	16 Mean ± SD: 5.0 ± 0.0						

Summary Statistics Clinical Proficiency (Psychomotor Domain)

III. BEHAVIORAL SKILLS (Affective Domain)

THE PROGRAM:

A.	Prepared me to communicate effectively within a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					
B.	Prepared me to conduct myself in an ethical and professional manner.	Rating:	5	4	3	2	1	N/A
		Count:	4					
		Percentage:	100					
		Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

C. Taught me to manage my time efficiently while functioning in a healthcare setting.	Rating:	5	4	3	2	1	N/A
	Count:	4					
	Percentage:	100					
	Total Responses:	4 Mean ± SD: 5.0 ± 0.0					

Comments

ADAPTES REMOVED
 a - No Comment Entered
 No Comment Entered
 a - No Comment Entered
 - No Comment Entered

Summary Statistics Behavioral Skills (Affective Domain)	Rating:	5	4	3	2	1	N/A
	Count:	12					
	Percentage:	100					
	Total Responses:	12 Mean ± SD: 5.0 ± 0.0					

IV. GENERAL INFORMATION (Check yes or no)

A. I have actively pursued attaining my national EMS credential(s).	Rating:	Yes	No	Total
	Count:	4	0	4
	Percentage:	100	0	
B. I am a member of a state EMS professional association.	Rating:	Yes	No	Total
	Count:	4	0	4
	Percentage:	100	0	
C. I am a member of a national EMS professional association.	Rating:	Yes	No	Total
	Count:	4	0	4
	Percentage:	100	0	
D. I actively participate in continuing education activities.	Rating:	Yes	No	Total
	Count:	4	0	4
	Percentage:	100	0	

V. ADDITIONAL COMMENTS

A. **OVERALL RATING:** Please rate and comment on the OVERALL quality of your preparation as an EMS Professional.

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor Rating: 5 4 3 2 1

The Overall Rating Average is **5.0**, which is **Excellent**

Count: **4**

Percentage: **100**

Total Responses: **4** Mean ± SD: **5.0 ± 0.0**

Comments on the overall quality of your preparation

- The over all quality of my preparation was very good because I was able to stay focused.
No Comment Entered
- We had a very good instructor
No Comment Entered

Based on your work experience, please identify two or three strengths of the program.

- I've gained more knowledge on Prescription drugs, Emergency Procedures on how to administer these drugs and most of all knowledge on how to administer high quality patient care.
- I am more aware of the effects of proper treatments and the importance of prompt treatment.
- SKILLS ABILITY TO TREAT PEOPLE
- No Comment Entered

Based on your work experience, please make two or three suggestions to further strengthen the program.

- I have no suggestions on futher strenghening the program because I feel I have learned and have gained well rounded medical knowlege on everything I need to know about the program.
- I am more knowledgeable of medications and the effects they have on the body. I am also more knowledgeable of human anatomy.
- No Comment Entered
- No Comment Entered

What qualities/skills were expected of you upon employment that were not included in the program?

- the quality or skills that were expected of me upon employment were mostly drug interactions and distribution of drugs due to me presently working in a pharmaceutical company.
- None.
- No Comment Entered
- No Comment Entered

Please provide comments and suggestions that would help to better prepare future graduates.

- I think future graduates should stay focused; continue studying; and take plenty of notes this will help them to reap the full benefits of the program.
- Work as an emt-basic for at least six months. That way you will be better prepared for this program.
- No Comment Entered
- Comment Entered

Search Criteria

- Report Type: **Summary**
- Graduation Date: All
- Graduate Survey Dates: **Thursday, August 26, 2010 to Friday, November 26, 2010**

Appendix L EMPLOYER SUMMARY REPORT FROM DATAARC

University of Arkansas-Monticello College of Technology, McGehee Survey

CoAEMSP Employer Summary Report

There are **1 CoAEMSP Employer Survey** Records that match your Summary criteria.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

I. KNOWLEDGE BASE (Cognitive Domain)

THE GRADUATE:

A.	Has the EMS knowledge necessary to function in a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses:	1 Mean ± SD: 5.0 ± 0.0					
B.	Has the general medical knowledge necessary to function in a healthcare setting.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses:	1 Mean ± SD: 5.0 ± 0.0					
C.	Is able to collect data from charts and patients.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses:	1 Mean ± SD: 5.0 ± 0.0					
D.	Is able to interpret patient data.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses:	1 Mean ± SD: 5.0 ± 0.0					
E.	Is able to recommend appropriate diagnostic and therapeutic procedures.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					

		Total Responses: 1 Mean ± SD: 5.0 ± 0.0						
F.	Uses sound judgment while functioning in a healthcare setting	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses: 1 Mean ± SD: 5.0 ± 0.0						

Comments

Comment Entered

		Rating:	5	4	3	2	1	N/A
		Count:	6					
		Percentage:	100					
		Total Responses: 6 Mean ± SD: 5.0 ± 0.0						

Summary Statistics Knowledge Base (Cognitive Domain)

II. CLINICAL PROFICIENCY (Psychomotor Domain)

THE GRADUATE:

A.	Effectively performs a broad range of clinical skills.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses: 1 Mean ± SD: 5.0 ± 0.0						
B.	Possesses the skills to perform patient assessment.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses: 1 Mean ± SD: 5.0 ± 0.0						
C.	Is able to perform approved therapeutic procedures and modalities.	Rating:	5	4	3	2	1	N/A
		Count:	1					
		Percentage:	100					
		Total Responses: 1 Mean ± SD: 5.0 ± 0.0						
D.	Is able to perform and interpret diagnostic procedures.	Rating:	5	4	3	2	1	N/A

	Count: 1
	Percentage: 100
	Total Responses: 1 Mean ± SD: 5.0 ± 0.0
Comments	<i>NAME REMOVED</i> No Comment Entered

	Rating: 5 4 3 2 1 N/A
	Count: 4 0
	Percentage: 100
	Total Responses: 4 Mean ± SD: 5.0 ± 0.0

III. BEHAVIORAL SKILLS (Affective Domain)

THE GRADUATE:

A. Communicates effectively within the healthcare setting.	Rating: 5 4 3 2 1 N/A
	Count: 1
	Percentage: 100
	Total Responses: 1 Mean ± SD: 5.0 ± 0.0
B. Conducts himself/herself in an ethical and professional manner.	Rating: 5 4 3 2 1 N/A
	Count: 1
	Percentage: 100
	Total Responses: 1 Mean ± SD: 5.0 ± 0.0
C. Functions effectively as a member of the healthcare team.	Rating: 5 4 3 2 1 N/A
	Count: 1
	Percentage: 100
	Total Responses: 1 Mean ± SD: 5.0 ± 0.0
D. Accepts supervision and works effectively with supervisory personnel.	Rating: 5 4 3 2 1 N/A
	Count: 1
	Percentage: 100

		Total Responses: 1	Mean ± SD: 5.0 ± 0.0
E.	Is self-directed and responsible for his/her actions.	Rating: 5 4 3 2 1 N/A	
		Count: 1	
		Percentage: 100	
		Total Responses: 1	Mean ± SD: 5.0 ± 0.0
F.	Arrives to work prepared and on time.	Rating: 5 4 3 2 1 N/A	
		Count: 1	
		Percentage: 100	
		Total Responses: 1	Mean ± SD: 5.0 ± 0.0
G.	Contributes to a positive environment within the department.	Rating: 5 4 3 2 1 N/A	
		Count: 1	
		Percentage: 100	
		Total Responses: 1	Mean ± SD: 5.0 ± 0.0

Comments
NAME REMOVED
 No Comment Entered

	Rating: 5 4 3 2 1 N/A
Summary Statistics Behavioral Skills (Affective Domain)	Count: 7 0
	Percentage: 100
	Total Responses: 7 Mean ± SD: 5.0 ± 0.0

IV. ADDITIONAL COMMENTS

A. **OVERALL RATING:** Please rate and comment on the OVERALL quality of this program's graduate:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

The Overall Rating Average is **5.0**, which is **Excellent**

Rating: 5 4 3 2 1
Count: 1
Percentage: 100
Total Responses: 1 Mean ± SD: 5.0 ± 0.0

Comments on the overall quality of this program's graduate.

A. **OVERALL RATING:** Please rate and comment on the OVERALL quality of your preparation as an EMS Professional.

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor Rating: 5 4 3 2 1

The Overall Rating Average is **5.0**, which is **Excellent** Count: **4**

Percentage: **100**

Total Responses: **4** Mean ± SD: **5.0 ± 0.0**

Comments on the overall quality of your preparation

- The over all quality of my preparation was very good because I was able to stay focused. No Comment Entered
- We had a very good instructor No Comment Entered

Based on your work experience, please identify two or three strengths of the program.

- I've gained more knowledge on Prescription drugs, Emergency Procedures on how to administer these drugs and most of all knowledge on how to administer high quality patient care.
- I am more aware of the effects of proper treatments and the importance of prompt treatment. - SKILLS ABILITY TO TREAT PEOPLE
- No Comment Entered

Based on your work experience, please make two or three suggestions to further strengthen the program.

- I have no suggestions on futher strenghening the program because I feel I have learned and have gained well rounded medical knowlege on everything I need to know about the program.
- I am more knowledgeable of medications and the effects they have on the body. I am also more knowledqeable of human anatomy. No Comment Entered
- No Comment Entered

What qualities/skills were expected of you upon employment that were not included in the program?

- the quality or skills that were expected of me upon employment were mostly drug interactions and distribution of drugs due to me presently working in a pharmaceutical company. None.
- No Comment Entered
- No Comment Entered

Please provide comments and suggestions that would help to better prepare future graduates.

- I think future graduates should stay focused; continue studying; and take plenty of notes this will help them to reap the full benefits of the program.
- Work as an emt-basic for at least six months. That way you will be better prepared for this program.
- No Comment Entered
- Comment Entered

Search Criteria

- Report Type: **Summary**
- Graduation Date: All
- Graduate Survey Dates: **Thursday, August 26, 2010 to Friday, November 26, 2010**



EMT/Paramedic Program
PATIENT SIMULATOR EXPERIENCE STUDENT EVALUATION

Class _____ Semester _____

At the conclusion of your day with the Patient Simulator, please evaluate your experience by answering the following: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

1. The patient simulator provided me with experience that will assist me in my clinical/field experience with real patients.	5	4	3	2	1
2. The patient simulator experience has helped me to continue to develop the skills necessary to care for patients.	5	4	3	2	1
3. The patient simulator experience was an exercise well worth the time spent.	5	4	3	2	1
4. I would recommend continued use of the patient simulator in this course.	5	4	3	2	1
5. I was challenged in my thinking and decision-making skills by the patient simulator experience.	5	4	3	2	1
6. I was able to test out my critical thinking and decision-making skills in a controlled environment.	5	4	3	2	1
7. I was able to accept responsibility and accountability for my own actions.	5	4	3	2	1
8. I was able to document the: scene, assessment, treatment, evaluation and ongoing assessment	5	4	3	2	1
9. I have learned during this scenario.	5	4	3	2	1
10. I was able to discuss my reaction to the situation and how I can improve my decision making skills.	5	4	3	2	1



EMT/Paramedic Program

Please answer the following questions

11. What did you like the best about the patient simulation lab and scenario?

12. What do you think could be done to improve the patient simulation lab?

13. What other scenarios would you like to see used in the patient simulation lab?