





Paul E. Perry, Paramedic Program Director, peperry@alaska.edu

Paramedical Technology AAS

If you selected "Other" above, please identify.

N/A

College of Health

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

N/A

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included







The data confirms that PSLO's are MEETING program minimum expectations. However, it further suggests that even though the individual semester final exams are exceeding expectations the end of course "summative" competency exams reflect a slight decrease in global coursework retention. This is further seen in CoAEMSP Annual Reporting as the NREMT 1<sup>st</sup> Time Pass Rates are 85.7%. Minimum CoAEMSP accreditation threshold is 70%.

*(750 Characters or less)*

The UAA Paramedic Program at both KPC and MSC has fully transitioned to a blended delivery format starting with this cohort. Special permissions were received by UAA and the State of Alaska allowing for face to face lab intensives and a capstone internship to be completed locally during the pandemic then immediately followed by terminal competency / summative testing.





<p>Metric upper-division, and graduate).</p>	<p>Definition course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>T</i></p> <p><i>T R</i></p>	<p>Rationale correlates with low retention and more major switching. More maj</p> <p><i>T</i></p>
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outcomes despite having to use alternate delivery models. The program continues to assess which of these new delivery models provide value in retention beyond pandemic restrictions; their careful assessment of how student learning remains high while new or innovative delivery models are explored is appreciated and encouraged. The program notes a somewhat lower summative competency exam than other exams. The program is encouraged to consider actions that may support improvement in that outcome if that is an area they believe should be improved.

(750

*characters or less)*

There are several areas of strength for the paramedic program in this regard. Their unique ability to have individual nationally-recognized courses/training embedded in their degree program provides the ability to have nationally-benchmarked assessment throughout the program as opposed to only a summative national board exam following graduation. They also very intentionally incorporate industry feedback and input into assessment of the program which helps the program continually meet community need and expectations.

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12/23/2021