**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | December 13, 2010 |  |  |
| Department Name: | Health & Public Safety - EMS |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | EMTP-225 (Paramedic Clinical) |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Rick Goldsberry Others: Tina Aguirre, Judy Cruz, &                                                                        Elaine Hackett |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below:  |  |  |  |  |
| Major(s): | Certificate(s): |  |  |  |  |  |
| EMS |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Does course satisfy a community college GE requirement(s)?  |  | Yes  | X | No  |  | N/A |

If yes, check which requirement(s) below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |   |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | American Institutions |  | Language and Rationality – English Composition |
|  | Health Education |  | Language and Rationality – Communication and Analytical Thinking |
|  | Physical Education / Activity |  | Natural Science |
|  | Math Competency |  | Humanities |
|  | Reading Competency |  | Social and Behavioral Sciences |
|  |  |  |  |
|  | **Student Learning Outcome** | **Assessment Tool**(e.g., exam, rubric, portfolio) | **Institutional Outcome\***(e.g., ISLO1, ISLO2) |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
|  | Outcome 1:**Developing competencies in paramedic clinical skills** | Daily skills evaluation and Final evaluation | ISLO1. ISLO2, ISLO3, ISLO5 |
|  | Outcome 2:**Patient Assessment** | Evaluation using patient assessment rubric by clinical preceptors of a minimum number of patients assessed | ISLO1, ISLO2ISLO3, ISLO4,I SLO5 |
|  | Outcome 3:**Global Affective Professional Behavior Evaluation** | Global Affective Professional Behavior Evaluation rubric | ISLO1, ISLO2, ISLO 5 |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* *toni.pfister@imperial.edu* *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** EMTP 225 **Date:** December 13, 2010 |
| **2. People involved in summarizing and evaluating data** | Rick Goldsberry, Elaine Hackett, Judy Cruz, Christina Crankshaw & Tina Aguirre |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1**: All students were successful in this portion of their training. Progress was measured on a daily basis with each student individually evaluated by clinical preceptors and the program director. All demonstrated a level of competency allowing them to move into the next phase of training.**Outcome 2:** Each student performed the minimum number of assessments required by the program and were evaluated by the clinical preceptors and the program director using the assessment rubric as a measure for success.**Outcome 3:** Using a Global Affective Professional Behaviors Evaluation form each student showed progress to toward competency in each of the areas evaluated.  |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | The clinical time in the hospitals allows students to hone their skills and provides them with opportunities to make patient contacts in a controlled environment with preceptors watching to make sure that the students make proper decisions.The process is very effect in its current form however we need to continually look at ways to improve all student learning experiences.**\*\*Will this include a change to the curriculum (i.e. course outline)?**  |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? | Yes, the processes we are using in clinical training are effective. Next year we will add clinical time in a pediatric clinic or pediatrician’s office to increase the total number of assessments done by paramedics in the clinical portion of training.  |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

|  |  |
| --- | --- |
|  |  |

**The ASSESSMENT CYCLE: Closing the Assessment Loop**

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.