**IMPERIAL VALLEY COLLEGE**

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

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

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | EMTP 235 (Field I) |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Rick Goldsberry, RN Others: Tina Aguirre, RN, MSN                                                                                Steve Holt, EMT-P |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Thoroughly assessing real patients, providing care of those patients, communicating information. Critical thinking solutions to patient situations | | | | Daily skills evaluation and & Final evaluation using a rubric by field preceptors | ISLO1, ISLO2,  ISLO3, ISLO4  ISLO5 | | |
|  | Outcome 2:  Instructor evaluation of preceptor and student in the field based on grading criteria in the field evaluation rubric | | | | Major shift evaluations. Every 5th shift evaluated by IVC EMS instructor | ISLO1, ISLO2,  ISLO3, ISLO4  ISLO5 | | |
|  | Outcome 3:  Evaluation of competency in 11 criteria that establish professional behavior | | | | Global Affective Professional Behavior Evaluation | ISLO1, ISLO2,  ISLO5 | | |

**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*](mailto: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 235 **Date: December 13, 2010** |
| **2. People involved in summarizing and evaluating data** | Rick Goldsberry, RN- Steven Holt, EMT-P Judy Cruz, RN & Licensed EMT-P Preceptors  Tina Aguirre, RN, MSN |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1:** Each intern issupervised andevaluated by a trained paramedic field preceptor in actual real patient situations They are evaluated in 5 areas: Scene management, Assessment & treatment, Communication, leadership and treatment skills. In the first Field section we expect to see progress toward entry level. All interns were successful in their progression during Field I  **Outcome 2:** In this portion of the field training interns are graded using an established grading rubric. They are expected to perform at a paramedic entry level and are graded in that manner. Initially many are not at entry level and receive low evaluations but as they learn and progress their evaluations improve. All interns were performing as expected during this portion of their training.  **Outcome 3:** Global Affective Professional Behaviors evaluations were completed on all interns in this class and all are now found to be competent for an entry level paramedic. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | We will begin rotating all interns to agencies that are other than their own employer so that they can experience different agencies first hand.  **\*\*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, SLO’s are an effective way to promote improvement in outcomes for our students. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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

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