**IMPERIAL VALLEY COLLEGE**

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

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

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

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

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

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

If yes, check which requirement(s) below:

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|  | | 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 | | | |
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|  | **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, ISLO2  ISLO3, 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*](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

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| **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. |  |

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**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.

1. Please list the course number. In case page 1 is separated from page 2, this will help with

organization. Please include the date that assessment cycle was fully completed.

1. To encourage collaboration and the sharing of ideas, each form must be completed by at least

two people. If you are the only one teaching the course, you are encourage to share your data

results and improvement methods with at least one other staff or faculty member. Please list

the names of all faculty, staff, and students who were involved in summarizing or evaluating

the data. These names may be the same or different than those on the original SLO ID form.

1. Your original data results, or your raw data, should be kept within your department for three

years. At this time you do not need to submit the raw data, but please keep it for future quality

control measures. Please summarize the data that you collected. You should include how well

students scored on the assessment. You might also include: how many instructors submitted

data(full-time, part-time); the type of data that was submitted (rubric scores, practical test

results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were

assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3,

or 4, for example, on the rubric.

1. This is an opportunity to have a rich discussion with others involved in education. Please

describe any changes that can be made based on the data. Changes might be made to class

activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made,

when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please

answer the question.

1. This may provide an opportunity to discuss what went well and what could be improved.

If the SLO needs to be tweaked or more outcomes/assessments need to be included you might

want to do that now while the information is fresh. This may allow faculty to modify SLO(s)

for next year and be prepared to include them on next year’s syllabus.

1. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.