

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Emergency Medical Services/Allied Health Sciences

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Emergency Medical Services/Allied Health Sciences	
Targeted Program Learning Outcome: Perform effective communication skills within the healthcare environment	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EMS 2666L, EMS 2667L, EMS 2659
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Each student will be able to effectively interact and communicate with patients, family members, physicians and members of the healthcare team
Performance Indicators for the Program Learning Outcome(s) selected: Each student will verify patient's identity. Each student will be able to assemble clinical information and historical facts from the patient, clinical findings and the medical history which may impact the diagnosis and treatment. Each student will be able to assess the findings to treat the patient appropriately and document the findings through verbal and written communications. Each student will be able to communicate with the physicians and healthcare team with oral or written summary of the findings.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Student will introduce self to patient Student will determine correct patient Student will obtain accurate patient history Student will be able to verbally communicate their findings to the physician or healthcare team. Student will complete appropriate documentation
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Rubric	

Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): **Oral Communications Performance Rubric**

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
N/A

DRAFT

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	October 27, 2011	Planning Team
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	October 27, 2011	Planning Team
Draft assessment plan is revised to reflect input	TBA	Planning Team
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	TBA	Planning Team

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?

Introduction and familiarization with rubric

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Student manuals, Syllabi and collection from evaluators on completion of scenario and clinical performance.

How will student artifacts or data associated with student performance be collected?
Collected from student clinical manual by preceptors at the conclusion of each semester.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

N/A. All data will be collected.

How will information about faculty / staff participation in the assessment project be communicated?

Clinical meetings with instructors and emails.

Who will be responsible for coordinating the collection of student artifacts?

Clinical coordinator, clinical preceptors

At what point in the academic year / semester will the student artifacts be collected?

Rubrics will be collected at the conclusion of each semester

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)?

Assessment will be completed at the end of the spring semester

<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p> <p>Planning Team</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <p>The faculty will need to practice consistency in analyzing the artifacts</p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>The summer semester.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p>This will be created on our first meetings.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>Previous evaluations and scoring from clinical courses.</p>
<p>In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?</p> <p>Other Allied Health Programs</p>

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Discussions at faculty meet and advisory council meetings.

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?
What changes to the common course outlines, if any, need to be considered?
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?