

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name? Emergency Medical Services**
2. **Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)**
 Yes, we are continuing the implementation and the assessment and improvement of oral communications with patients.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Andrea Brody	West	abrody@valenciacollege.edu	1595	4-44
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Cindy Bell	West	cbell@valenciacollege.edu	1543	4-44
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Ray Taylor	West	rtaylor@valenciacollege.edu	1546	4-44

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

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: College-wide 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: College-wide 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; Student 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	
Major finding from last year and related change, if any: The students are showing a marked improvement in patient communication	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): Certification of instructors in the EMPACT instructor course to certify all students in this course upon graduation.	
Targeted Program Learning Outcome(s) (PLOs) for this year: Perform effective communication skills within the healthcare environment	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
Is this a different outcome from the one reported last year? (yes /no) yes	EMS 2667L and EMS 2604L
Does this assessment for this year apply to more than one PLO? (yes /no) yes	
National Standard(s): <small>(This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)</small>	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	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

<p>the diagnosis and treatment.</p> <p>Each student will be able to assess the findings to treat the patient appropriately and document the findings through verbal and written communications.</p> <p>Each student will be able to communicate with the physicians and healthcare team with oral or written summary of the findings</p>	<p>Student will obtain accurate patient history</p> <p>Student will be able to verbally communicate their findings to the physician or healthcare team.</p> <p>Student will complete appropriate documentation</p>
<p>Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle) The students will showed an improvement in the communications area both in the laboratory and the clinical setting.</p>	
<p>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: Evaluation of practical scenarios and performance in clinicals</p>	
<p>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: Rubric, rating scales and check lists</p>	
<p>What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case) 28</p>	

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. **When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? They have already been created and implemented.**

2. How will student artifacts or data associated with student performance be collected? Rubric scoring and assessment.
3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? Comparison the Paramedic students on Osceola campus to the paramedic students on West campus.
4. What information needs to be communicated to students concerning the assessment process Student manuals, Syllabi and collection from evaluators on completion of scenario and clinical performance.
5. How will information about faculty / staff participation in the assessment project be communicated? Direct discussion and familiarization with the rubric to assure consistency of evaluation.
6. Who will be responsible for coordinating the collection of student artifacts / data? The planning assessment team
7. At what point in the academic year / semester will the student artifacts/ data be collected? The end of the spring semester of 2013.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

4. When will student artifacts be assessed / evaluated? Summer semester of 2013
5. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? Improvement in communication.
6. Which faculty or staff from the program/discipline will evaluate student artifacts? The program assessment committee
7. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Clinical meetings with instructors and emails. Certification in the EMPACT course.
6. When will the results / data associated with the assessment plan be analyzed? Rubrics were collected at the conclusion of the Paramedic 2 course in Spring of 2012 and they will be compared to the results from this year.

7. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? We are utilizing the same rubric so through discussion and comparison it should maintain consistency.

8. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? Yes, it is a continuation of the process to assure student improvement.

9. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Feedback from the planning team after analysis of the data.

10. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? Other Allied Health Programs

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Evaluation of the student assessment	Cindy Bell, Bruce Weisenbarger, and Andrea Brody	Summer 2013	
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Andrea Brody Program Director of EMS Dean / Director West Campus	Andrea L. Brody Signature

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event