

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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Basic Program Information

Department Name: EMT- Paramedic

Program Mission(s): The Foothill Paramedic Program prepares students to respond and effectively assess the sick and injured to provide appropriate and competent care according to County and State guidelines.

Program review team:

Name	Department	Position
David Huseman	EMT-Paramedic	Director
Jim Wyatt	EMT-Paramedic	Clinical Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
EMT- Paramedic Program	AS	55.5

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
A.S. degree in EMT-Paramedic	N/A	N/A	1	

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
N/A				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	Attached	Attached	Attached	Attached
Productivity (Goal: 546)	Attached	Attached	Attached	Attached
Success	Attached	Attached	Attached	Attached
Full-time FTEF	1	1	1	0%
Part-time FTEF	5	5	5	0%
Full-time Staff	0	0	0	0
Part-time Staff	0	0	0	0

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. *The program has been operating at capacity over the last three years. There was a 10% change, but overall it has been consisted. The economy has played a part with people changing career paths. We take 36 students for each class. We have 27 in clinical and field phase and 32 students in the didactic phase now. The program is moving towards reducing the number student into the program to 30.*
2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

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- a. AA, AS, transcriptable certificates – According to information available we had one (1) transcriptable awarded in 2010-2011. Previous information indicates that many students come into the program with AS and BS degrees already. Providing better communication on the transcript program with students and follow up could improve these numbers.
- b. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions) The program is required to maintain a 1:6 instructor/student ratio to be compliant with State EMS regulations. Attrition rates seem to be inline with the previous classes. It appears the program is running well in the classroom. Student retention levels are high according to the data.
3. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) The paramedic program does not encounter any issues with low enrollment. All classes start full with an attrition rate of about 8%
4. Curriculum and SLOs
 - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
All COR's have gone through an extensive revision and are Title V compliant.
 - b. Comment on program mapping and how it ties to the college Mission(s).
The program is dedicated to excellence in education supported by the successful integration of clinical, didactic, and laboratory objectives throughout the 18 months of competency based sequential education. As a career program, we align with the core mission of the college through career prep, life-long learning and transfer.
 - c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap. There are two programs which progress into the EMT-P, Health 55 that is Emergency Medical Response, and EMT Basic. Student's can progress through each level of training which will better prepare them for the EMT-P Program.
 - d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
The program has gone through extensive revisions to meet current guidelines with NREMT. The program goes through annual revisions to keep current with County, State, and NREMT guidelines. The program would like to develop a simulation lab to better prepare students for real patient situations.
 - e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? The SLO's for all sections have been developed and meet Title V compliance.
5. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable): N/A
6. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) The EMT Paramedic Program has an articulation agreement with San Jose State University, which allows the graduate to obtain a B.S. Degree in Health Sciences.

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7. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

According to the US Bureau of Labor Statistics, employment is projected to grow faster than average and job opportunities are expected to be favorable. Employment is expected to increase by about 15% from 2006-2016. As quoted by the BLS, 7 of the 20 fastest growing occupations are health care related. Health care will generate 3 million new wage and salary jobs between 2006-2016, more than any other industry.

Health care jobs are found throughout the country, but are concentrated in the largest states- in particular, California, New York, Florida, Texas, and Pennsylvania. Job openings are expected to rise from the need to replace technologist who leave the occupation and the increase in the number of people requiring medical imaging procedures. On a local level it has been EMS providers have been hiring Paramedics.

Section 2. Learning Outcomes Assessment Summary

- 2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached

- 2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See attached

Section 2 Continued: SLO Assessment and Reflection

- 2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

- In the didactic courses, the findings show that students were successful. It appears that no additional changes need to be taken at this point.
- In the laboratory portion of the program there is a constant need for updating equipment. An equipment room with adequate space to manage the supplies is a constant challenge. In addition, a sink to clean specialized equipment would be helpful. I understand that we are restricted in the current location the program is, but at some point these considerations need to be addressed.
- In the Specialty and Clinical Rotation, the findings show that students are getting plenty of hands on experiences, which helps with didactic retention.
- In the field phase students have been successful but there have been many issues, which have been out of the control of the program, i.e. provider and system changes which have delayed internships. The staff are currently working on them to rectify them.

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What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

- We are evaluating other online resources to help our student's reinforce didactic information they receive.
- We are evaluating other means to give students an opportunity to improve clinical and field knowledge.
- Improve the field rotation through preceptor training. Improve relationships with new field providers.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The EMT-P Program's SLO's are a direct reflection of the knowledge, skills and abilities students will need to function as entry -level paramedic.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

It will allow the faculty to meet on a regular basis to discuss the program and make suggestions and if needed changes to the program.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

The summative findings indicate the didactic and clinical portions of the program are being met, but the field portion is not being met. Although some items of concerns are out of our control we are looking at ways to help improve this situation.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Assessment of the program's SLO's has helped the program to determined what benchmarks need to be set to help the students to be successful. We have set up a online communication system for asking questions outside of the classroom, or allowing students to communicate with each other for study groups. The paramedic faculty staff has set up meetings to discuss student progress on a monthly basis, will assist staff in making changes to the program if needed. We discovered that having lab practice times did not benefit the student's.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

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Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Director Funding for professional development and Accreditation maintenance	PL-SLO	Workforce	Faculty professional development to remain current in the subject matter. Increase time to maintain accreditation documents and changes. This is an accreditation mandate.
2. Laboratory equipment, including a simulation lab. Getting a used ambulance	PL-SLO	Workforce	Maintaining, repairing and updating to newer equipment will enhance the student learning objectives. To work towards providing a simulation lab. An ambulance would help to provide an environment that most paramedics and EMT's work in. This additional resource would help improve their education.
3. Instructional supplies	PL-SLO	Workforce	Instructional supplies will support and improve student learning by updating program equipment, which will facilitate the development of current and multi-skilled graduates. In addition, Advisory Board and Clinical Instructor meetings are required by our accrediting agency. Supplies are part of the exchange of information that will ultimately benefit student learning. This supports communication and community/global consciousness and responsibility.
4. A-Budget: To provide time during the course of the program to evaluate part time faculty and TEA's	PL-SLO	Workforce	To provide input for improved development of faculty and TEA's to insure all staff members are in alignment with the program and College's mission and goals.
5. B-Budget for maintaining appropriate staffing to meet Title 22 regulations.	PL-SLO	Workforce	Continue Perkins Fund and B-Budget funding for TEA's

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Paramedic Program aligns with the college mission by training students for a career in Para-medicine . In addition, the program provides a transfer pathway for paramedics to achieve their Bachelors degree through San Jose State.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. State-of-the-art lab equipment that mirrors industry standards. Improve AV equipment as needed.	On-going	Lab equipment is ongoing. Recently our classroom received a smart desk with updated AV projector.	Maintaining, repairing and updating to newer equipment will be ongoing. The program received a new smart desk with improved AV equipment which improve learning for the student.
2. Faculty Professional Development	On-going	Faculty attended NAEMSE conference.	Accreditation mandates staying current with EMS concerns and training this must continue each year.
3. Instructional materials	On-going	Purchases were made as funding allowed.	Continue to request instructional materials to support student learning.
4. Update lab and equipment room	On-going request	Work with Staff on ideas to be incorporated in the Onazuka project.	At this time it’s not practical to achieve this goal in the current location

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Improve laboratory equipment as needed, work on a simulation lab. Getting a used ambulance	On-going	Lab equipment is ongoing. Recently our classroom received a smart desk with updated AV projector.	Maintaining, repairing and updating to newer equipment will enhance the student learning objectives. To work towards to providing a simulation lab. An ambulance would help to provide an environment that most paramedics and EMT's work in. This additional resource would help improve their education.
2. Director Professional Development	On-going	Faculty attended NAEMSE conference.	Accreditation mandates staying current with EMS concerns and training this must continue each year.
3. Instructional materials.	On-going	Purchases were made as funding allowed.	Instructional supplies will support and improve student learning by updating program equipment, which will facilitate the development of current and multi-skilled graduates. In addition, Advisory Board and Clinical Instructor meetings are required by our accrediting agency. Supplies are part of the exchange of information that will ultimately benefit student learning. This supports communication and community/global consciousness and responsibility.
4. A-Budget: To provide time during the course of the program to evaluate part time faculty and TEA's	On-going	To set time aside to monitor and evaluate TEA's and faculty.	To provide input for improved development of faculty and TEA's to insure all staff members are in alignment with the program and College's mission and goals.
5. B-Budget for maintaining appropriate staffing to meet Title 22 regulations.	Program has asked for this on an annual basis to maintain required instructor numbers	Continue Perkins Fund and B-Budget funding for TEA's	Maintaining student/instructor ratio will keep us in compliance within state regulation and maintain accreditation. In addition this ratio will provide a higher learning experience.
6. Determine the need for a new program director	On-going	Program will determine if benchmarks are being met	Improve accreditation and maintain program continuity

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Director		Professional development	Perkins
Clinical Coordinator		Professional development	Perkins
Lab Coordinator		Professional development	Perkins

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
TEAs staffing		To maintain required ratio for accreditation regulations and improve student learning	Perkins Fund, B-budget

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
ALS equipment, manikins		Instructional supplies will support and improve student learning by updating program equipment, which will facilitate the development of current and multi-skilled graduates.	Measure C, Perkins Fund

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Professional Training	\$3,000.00	Attend NAEMSE	Perkins Fund
Professional Training	\$1,500.00	Attend Accreditation workshops, EMS Related conferences	Perkins Fund

Draft Annual Program Review Template for 2011-2012

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> • 100% student NREMT pass rate • Great clinical sites • Supportive administration • Informative website • Director professional development is supported 	<ul style="list-style-type: none"> • Program has an excellent reputation in the surrounding radiology community. • Most graduates find employment within the 6-months post graduation. • Involved communities of interest
Weaknesses	<ul style="list-style-type: none"> • Laboratory room is in need of improvements. • Funding is often times inadequate. • Tracking system for clinical and field phase. • Communication with staff and student. 	<ul style="list-style-type: none"> • Impacted enrollment due to limited clinical and field sites
Opportunities	<ul style="list-style-type: none"> • The NREMT accreditation standard have just been updated which allows the program to continually look for ways to improve. 	<ul style="list-style-type: none"> • We have an articulation agreement with San Jose State University for our graduates to earn a Bachelor's degree in Health Sciences.
Threats	<ul style="list-style-type: none"> • The state of the budget • Perkins funds are threatened • No equipment repair or replacement funding. 	<ul style="list-style-type: none"> • Competition for employment with neighboring paramedic programs. • California's budget crisis

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? *The threat of insufficient funds for equipment & supplies, professional development is always a challenge. If we run short of money, we hope the Dean has a fund that she could let us use for emergencies.*

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? *No concerns with program viability, but there is a need to consider making changes to the Director's position. There is need to make improvements to communication with staff and students which will provide overall improvement, of the program.*

Draft Annual Program Review Template for 2011-2012

5.4 Address the concerns or recommendations that were made in prior program review cycles. Prior concerns included maintaining TEA's staffing which it has. This has been accomplished. Another ongoing concern is maintaining adequate funding for day-to-day program operation. This is still a concern with the talk of cutting B-budgets again this year. It is also very important to this department to maintain professional development funding as this is an accreditation mandate. To date, we have not had our funds decreased.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? ? 1. The program continues to have more than 60 applicants a year. The field of paramedics provides well paying jobs and job security. 2. Our graduates have obtained 100% pass rate on the NREMT for the last five years. 3. Our students are happy with the education they receive in our program.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The program has good outcomes in terms of student scores on board exams. The program also enjoys a good reputation in the paramedic community. I commend Dave Huseman for his excellent work as acting director this fall.

6.2 Areas of concern, if any:

The program director has been out due to medical leaves over the past two years, which has contributed to problems in the program related to curriculum, scheduling, contracts with hospitals & ambulance companies & oversight of program students and part time faculty. There have been an extraordinary number of students who have not completed the program during the past two years for a variety of reasons that need to be addressed.

6.3 Recommendations for improvement:

I strongly recommend hiring a full-time faculty position so that the program has adequate leadership & can remain in compliance with accreditation standards, college policies & Title V Ed. Code regulations.

Part time faculty needs additional training so that they understand instructor's responsibilities & the scope of the course outline of record.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Phyllis Spragge, Dean 1/12/12

Unit Course Assessment Report - Four Column

Foothill College

Program (BHS-EMTP) - Paramedic AS/CA

Mission Statement: The Foothill College Paramedic Program dedicates its efforts and resources toward assuring a quality education and learning environment for its students. The program strives to produce paramedics with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLOI #1 Cardiac Patient situations - Student will identify cardiac emergencies learn how to assess and appropriate treatments. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will identify common respiratory emergencies and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>& AFFECTIVE IB - SLO #1 Cardiac Assessments - Student will learn and demonstrate appropriate assessments and ECG monitoring (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p> <p>Assessment Method: Student will be tested on cardiac assessment using an rubric evaluation tool.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #2 Assessment Respiratory Emergencies - Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written exam</p> <p>Assessment Method: Skills assessments and testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #1 Thoracic and Abdominal Trauma - Student will identify various thoracic and abdominal trauma situations and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written exam</p> <p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Student must achieve an 80% on the written</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Active	exam		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #2 Multisystem Trauma - Student will learn how trauma affects the body systems and how to treat appropriately. (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #1 Thoracic and Abdominal Trauma - Student will learn how assessment skills and demonstrate treatment skills (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #2 Multisystem Trauma - Student will demonstrate how to assess patient with multiple injuries and provide appropriate hands on treatment (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the skills exam		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012			
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #1 Environmental Emergencies - Learn the various environmental situations that can affect patients (Created By	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP))			
Assessment Cycles: 2011-2012			
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #2 Pediatric Patients - Student will learn the various emergency conditions that can affect the pediatric patient. (Created By	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP))			
Assessment Cycles: 2011-2012			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #1 Environmental Emergencies - Students will demonstrate assessments and appropriate treatments on patients affected by various environmental situations through simulation. (Created By Department - Emergency	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.		
(Created By Department - Emergency			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #2 Pediatric Assessments - Students will proper and appropriate assessments on the pediatric patient. (Created By Department -</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #1 Specialty Rotations ICU, Emergency Department, Trauma - Student will rotate through various critical care ares of the hospital to learn and increase their experience and knowledge. (Created By Department - Emergency</p>	<p>Assessment Method: Hospital preceptors will assess students through observation and quizzes.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #2 Specialty Rotation</p>	<p>Assessment Method: Quizzes and skills testing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target:</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>ICU, Peditatorc, Labor and Delivery - Student will be observed by hospital preceptors while they assess and evaluate patients in these critical care areas. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Student must achieve an 80% on the written and skills exam using an rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #1</p> <p>Emergency Depaertment Rotation - Students will spend time in the emergency department under the supervision of a preceptor while they assess patients and administer medications utilizing knowledge from didactic and skills portion of the program. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #2</p> <p>Emergency Department Assessments Rotaion - Student must demonstrate their knowledge of assessing patients with various injuries and illnesses. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Phase Assessment - Student will work in a field environment under the supervision of a licensed paramedic while responding to calls demonstrating appropriate assessments and treatment on patients. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Skills and written exams Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.		
Assessment Cycles: 2011-2012			
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Scene Management - Student will demonstrate under critical situations their ability to act calm and manage the scene of an emergency, while being observed by an licensed paramedic. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Exams and skills testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.		
Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Pateint Management - Student will demonstrate to the preceptor their ability to	Assessment Method: Skills and written testing Assessment Method Type: Presentation/Performance Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>assess and treat patients with respiratory emergencies. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Treatment Assessment - Student will demonstrate their ability to under that the required medication within their scope of practice. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills and written testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		

Unit Course Assessment Report - Four Column

Foothill College

Department - Emergency Medical Technician - Paramedic (EMTP)

Mission Statement: The Foothill College Paramedic Program dedicates its efforts and resources toward assuring a quality education and learning environment for its students. The program strives to produce paramedics with outstanding clinical abilities who will provide a high level of compassionate patient care that is thoughtful and intelligent in its approach.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLOI #1 Cardiac Patient situations - Student will identify cardiac emergencies learn how to assess and appropriate treatments. (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA - SLO #2 Respiratory Emergencies - Students will identify common respiratory emergencies and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #1 Cardiac	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessments - Student will learn and demonstrate appropriate assessments and ECG monitoring (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p> <p>Assessment Method: Student will be tested on cardiac assessment using an rubric evaluation tool.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 60B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB - SLO #2 Assessment Respiratory Emergencies - Student will learn appropriate assessments of various respiratory emergencies (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p> <p>Assessment Method: Skills assessments and testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #1 Thoracic and Abdominal Trauma - Student will identify various thoracic and abdominal trauma situations and learn appropriate treatments (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p> <p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active	exam		
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA - SLO #2 Multisystem Trauma - Student will learn how trauma affects the body systems and how to treat appropriately. (Created By	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: Student must achieve an 80% on the written exam		
Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #1 Thoracic and Abdominal Trauma - Student will learn how assessment skills and demonstrate treatment skills (Created By Department -	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.		
Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 61B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB - SLO #2 Multisystem Trauma - Student will demonstrate how to assess patient with multiple injuries and provide appropriate hands on treatment (Created By Department - Emergency	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target for Success: Student must achieve an 80% on the skills exam		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #1 Environmental Emergencies - Learn the various environmental situations that can affect patients (Created By</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA - SLO #2 Pediatric Patients - Student will learn the various emergency conditions that can affect the pediatric patient. (Created By</p>	<p>Assessment Method: Final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Student must achieve an 80% on the written exam</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #1 Environmental Emergencies - Students will demonstrate assessments and appropriate treatments on patients affected by various environmental situations through simulation.</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
(Created By Department - Emergency Medical Technician - Paramedic (EMTP)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 62B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB - SLO #2 Pediatric Assessments - Students will proper and appropriate assessments on the pediatric patient. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Skills testing Assessment Method Type: Presentation/Performance Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY ROTATIONS - SLO #1 Specialty Rotations ICU, Emergency Department, Trauma - Student will rotate through various critical care ares of the hospital to learn and increase their experience and knowledge. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))	Assessment Method: Hospital preceptors will assess students through observation and quizzes. Assessment Method Type: Discussion/Participation Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL SPECIALTY	Assessment Method: Quizzes and skills testing. Assessment Method Type:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>ROTATIONS - SLO #2 Specialty Rotation ICU, Pediatric, Labor and Delivery - Student will be observed by hospital preceptors while they assess and evaluate patients in these critical care areas. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #1</p> <p>Emergency Department Rotation - Students will spend time in the emergency department under the supervision of a preceptor while they assess patients and administer medications utilizing knowledge from didactic and skills portion of the program. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 63B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL EMERGENCY DEPARTMENT ROTATIONS - SLO #2</p> <p>Emergency Department Assessments Rotation - Student must demonstrate their knowledge of assessing patients with various injuries and illnesses. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the skills exam using a rubric evaluation tool.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #1 Field Internship Phase Assessment - Student will work in a field environment under the supervision of a licensed paramedic while responding to calls demonstrating appropriate assessments and treatment on patients. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Skills and written exams</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64A - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Scene Management - Student will demonstrate under critical situations their ability to act calm and manage the scene of an emergency, while being observed by an licensed paramedic. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p>	<p>Assessment Method: Exams and skills testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD</p>	<p>Assessment Method: Skills and written testing</p> <p>Assessment Method Type: Presentation/Performance</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>INTERNSHIP - SLO #1 Field Internship Pateint Management - Student will demonstrate to the preceptor their ability to assess and treat patients with respiratory emergencies. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		
<p>Department - Emergency Medical Technician - Paramedic (EMTP) - EMTP 64B - MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE FIELD INTERNSHIP - SLO #2 Field Internship Phase Treatment Assessment - Student will demonstrate their ability to under that the required medication within their scope of practice. (Created By Department - Emergency Medical Technician - Paramedic (EMTP))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Skills and written testing</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Student must achieve an 80% on the written and skills exam using a rubric evaluation tool.</p>		