Program Assessment Plan

Department/Program: EMS/Paramedic

Contact Person: Joel Henderson

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1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Curriculum Map

Courses	Program Cognitive Objective: Demonstrate the ability to comprehend, apply, and evaluate the clinical information relative to his role as an entry-level Paramedic in Cascade County, the State of Montana, and the U.S.	Program Psychomotor Objective: Demonstrate technical proficiency in all skills necessary to fulfill the role of entry-level Paramedic in Cascade County, the State of Montana, and the U.S.	Program Affective Objective: Demonstrate professional and employer expectations for the entry level Paramedic in Cascade County, the State of Montana, and the U.S.
ECP 203	R	R	R
ECP 209	R		R
ECP 210	R		R
ECP 211	R	R	R
ECP 212	P	P	P
ECP 215	R	R	R
HTH 140	R	R	R
ECP 237	R		R
ECP 238	R		R
ECP 239	P	P	P
ECP 241	P	P	P
ECP 245	P	P	P
ECP 240	P	P	P

Course			
ECP 298	P	P	P
ECP 131	I	I	I

B= student ability to demonstrate the learning outcome is considered basic
I = student ability to demonstrate the learning outcome is considered introductory
R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences
P= student ability to demonstrate the learning outcome is considered proficient

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
ECP 203	x	x	x		x	x				x				
ECP 209	x	x	x		x	x				x		x		
ECP 210	x	x	x		x	x				x				
ECP 211	x	x	x		x	x		x		x	x			
ECP 212	x	x	x					x	x					
ECP 215	x	x	x			x	x				x			
HTH 140	x	x	x							x				
ECP 237	x	x	x		x					x		x		
ECP 238	x	x	x		x					x				
ECP 239	x	x	x		x			x			x			
ECP 241	x	x	x		x			x	x					
ECP 245	x	x	x			x	x				x			
ECP 240	x	x	x		x									
ECP 298	x	x	x		x	x					x		x	x
ECP 131	x	x	x	x	x	x					x	x	x	x

CLOs: Critical Thinking   Communication   Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE)   Learning Community (LC) Writing-Intensive Courses (WIC)   Collaborative Assignments/Projects (CAP)   Undergraduate Research (UR)   Diversity/Global Learning (DGL)   ePortfolios (eP)   Service Learning (SL) Internships (IN)   Capstone Courses/Projects (CCP)

2. Assessment Plan and Schedule

  a. Our accreditation requires an annual progress report. We also review programmatic progress in our advisory meetings annual.

b. The program director will assess the 3 program outcomes annually using the modified program summary form. Reports will be submitted at the end of July.

4. College Learning Outcomes Assessment
Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice.

Department/Program Assessment__X___

What is the tool or assessment? We assess student's CLOs throughout our program; however, as part their programmatic "terminal competencies" we evaluate their overall success. We have a final affective evaluation form. We evaluate reports and evaluations provide through their clinical and internship experiences. We evaluate their CLOs as part of their cognitive unit and summative exam, as well as individual and final practical exams.

Individual Faculty Assessment_____