

**Glendale Community College Instructional Division
Program Learning Outcomes Assessment Timeline**

Please complete a separate timeline form for *each* program within your division

Division name: Health Science

Program name (degree, certificate, sequence of courses or series of learning activities leading to intellectual mastery):

Emergency Medical Technician leading to National, State and County Certification

Program Relationship to Glendale Community College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)

How does this program relate to GCC's College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)?: Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362 Include a brief statement outlining how this program aligns with GCC's Core Competencies/ISLOs	An ideal relationship: • Is clear and brief • Is connected to GCC's Core Competencies/ISLOs • If applicable, aligns with professional organization(s) learning outcomes
All of the Core Competencies are related to this program is some way. Student must be able to read and communicate in writing and verbally with patient's coworkers and others on the job. Evaluation of patients with simple and complex problems must be identified and understood to determine treatment and care of patients. Mathematical calculations of medications, IV drip rates, and oxygen administration are part of job performance. Personal responsibility ethical thinking and critical thinking are all required skill taught practiced and must be mastered for success in this program. Specific items are identified on the SLO descriptions for this program.	

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?: Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery	Ideal examples of Program Learning Outcomes: • Are observable and measurable • Are program specific • Connect to GCC's Core Competencies/ISLOs • Use action verbs • Generally a program will have between three and six PLOs
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List your PLOs below and explain the timeline by which the PLOs will be assessed What is the PLO Assessment Planning Timeline for this Program?: To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)			- If applicable, aligns with professional organization(s) learning outcomes Ideal examples of Program Assessment Timelines: - Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission - Ensure that each PLO is assessed regularly within a 3 year cycle - Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed		
List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each PLO associated with this program.		In what semester and year will you assess this PLO? What data will you use to assess it (i.e. SLO data from courses within the program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?	Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)		
PLO 1 The program will continue to maintain or increase the percent of students passing the National Registry Certifying exam		This data will be assessed each semester and reported annually with information provided by the National Registry to the program.	The program director will be responsible for assessment of the data and writing a report in our annual program review.. At this time Rick Hayne is the program director.		
PLO 2 The program will continue to maintain or improve student performance on the NREMT five (5) five performance topic areas: Airway, Ventilation and Oxygenation; Trauma; Cardiology; Medical and Operations. This year we are specifically working on the area of Operations.		This data will be assessed each semester and reported annually with information provided by the National Registry to the program.	The program director will be responsible for assessment of the data and writing a report in our annual program review. At this time Rick Hayne is the program director		
PLO 3					
PLO 4					

PLO 5		
PLO 6		
PLO 7		
PLO 8		
PLO 9		
PLO 10		

Course/Program Alignment Matrix

How are courses in the program aligned with the program's learning outcomes?: This section should include a matrix of the PLOs for your program and a list of each course which is a part of the program - For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting I, D, or M Introduce = I PLO is introduced at a basic level D = Develop Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication M = Mastery Students demonstrate mastery at a level appropriate for graduation	Ideal alignment: - Course/Program matrix indicates that PLOs are embedded in program's coursework - PLOs are introduced, developed, and mastered within the range of courses - Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs
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Course name and number e.g. Magic 101: Elementary Magic	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EMT 139	I and D	M				
EMT 140	M	M				

As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program's Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.