

Student Learning Outcomes Evidence EMS 151

1. Briefly summarize the Student Learning Outcome assessed, and the method used to assess it.

RECOGNIZES HOW ENVIRONMENTS INFLUENCE OPINION, REACTIONS TO STRESS, AND JUDGEMENT. A written essay examination was used to assess the learning outcome. The question had multiple components where the student had to identify a range of environments from deterministic to indeterminate and then identify how they as a paramedic would work within that constraint to assess the scene and treat a patient. The question also included both process and actions to overlay the judgment a paramedic uses in the assessment and treatment of the patient(s).

2. Describe the kind of evidence that you collected to evaluate student learning as stated by the outcome. Is the data adequate for making observations and/or conclusions?

The evidence was the number of students who completed the item successfully. One hundred (100%) of the examinations were reviewed for the data collection process. This is a significant data pool for accurate decision making of the outcome.

3. Has all evidence been collected and documented? Are there any data missing or incomplete? Are there samples of evidence available?

All evidence has been collected; there is no missing or incomplete data. The evidence is located in the permanent course file.

4. Looking at the results, how many students met or exceeded the stated outcome, based on the evidence present? What observations or explanations can you attribute this result to?

One hundred (100%) of the paramedic students (n=19) meet the specified criteria. This outcome would be expected given the time and examples spent on this topic. The ability of a paramedic to identify differing environments and models of thought are essential to the functioning as an advanced life support practitioner. This measure is the cognitive measure. The adaptive measure will happen in other sections of the program not reported through this report / event.

5. How many students performed below the stated outcome, based on the evidence present? What observations or explanations can you attribute this result to?

No student functioned below the expected outcome.

6. Were there students who were not assessed? What was the reason(s) for students who were not assessed? Are the numbers of non-assessed students a significant factor in the overall success of the course or program being assessed?

One hundred (100%) of the paramedic students (n=19) were assessed and met or exceeded the specified criteria.

7. What overall observations do you have about the results? Are there significant patterns or trends in the data?

The ability of a paramedic to function in unstable and unpredictable environments is an essential job function. The class time to lay the foundations for the cognitive construct is appropriate. Additional measures should be taken during other less predictable sections of the paramedic program. It would be expected that the student would be able to initially demonstrate this ability at the first quarter of their field ride-out.

8. Based on your findings, what worked well in your course or program, as reflected by the data?

The instructional materials and construction continue to meet the student needs in this phase of the program. This data is consistent with the assessment from previous assessments.

9. Based on your findings, what changes do you believe are necessary to improve student learning? Specifically, what changes do you suggest in the following:

Draw a relationship to other courses and sections of the program.

10. What kinds of learning evidence would help you make better, more precise observations? What would you change or modify in your assessment approach?

The instrument and evidence show a continued and appropriate response. The item and outcome should continue to be measured to evaluate continued progress of the environmental influences on the paramedic student.