

THREE RIVERS COLLEGE

Office of Institutional Effectiveness



**Student Learning Outcomes
Assessment Reports**

2022-2023

Student Learning Outcomes Assessment Reports

Three Rivers College Program Managers prepare annual Student Learning Outcomes assessment reports that evaluate student learning and progress of students within their respective programs. These assessment reports are created to document and communicate program-specific learning results within a framework of outcomes and measures determined by the faculty. Program faculty, Department Chairs, the Chief Academic Officer, the Office of Institutional Effectiveness, and the Student Learning Improvement Committee (SLIC) participate in the review of these reports. Following each review, SLIC and academic leadership provide feedback to the Program Manager to support continuous improvement.

The following programs submitted formal reports for the 2022-2023 academic year:

- [Accounting Technology AAS](#)
- [Criminal Justice AAS](#)
- [Early Childhood Development AAS](#)
- [Paramedic AAS](#)



THREE RIVERS COLLEGE

**Accounting Technology AAS
Program Level SLO Report
Jennifer Inman– Program Manager**

2022-2023

Program Purpose Statement

The Accounting Technology Program is designed for students planning a career that requires expertise in accounting, information systems, and/or communication. Possible areas of employment include healthcare, banking, manufacturing, merchandising, and public accounting.

Program Outcomes

1. Perform financial accounting and management functions using report format and procedures.
2. Communicate business information effectively within a business environment.
3. Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
4. Utilize current income tax resources to prepare personal tax returns.
5. Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.
6. Demonstrate knowledge of accounting as it relates to payroll.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the academic year.

Accounting Technology: Program Outcomes Mapping	
Program Outcome 1:	
Perform financial accounting and management functions using report format and procedures.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.
	Analyze the elements of internal control.
	Demonstrate accounting procedures for corporate bonds.
	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement.
	Analyze corporate financial statements.
	Demonstrate job order and process costing procedures and budget preparation.
	Relate the use of accounting information to pricing and capital investment decision making.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.

	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.	
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.	
	Prepare financial statements and complete financial statement analysis.	
	Complete the accounting cycle using QuickBooks and Microsoft Office software.	
	Integrate QuickBooks with Microsoft Office applications.	
	Develop an understanding of service and merchandising computer accounting.	
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.	
	Communicate orally and in writing financial accounting information.	
	Demonstrate the recording and processing of more complex transactions and events.	
	Manage information accumulation, processing, recording, and reporting steps.	
ACCT 227: Financial Analysis & Budgeting	Identify, measure, and report an entity's assets and determine related impact upon income determination.	
	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser	
	Prepare financial statements for various types of companies	
ACCT 258: Cost Accounting	Calculate and interpret measures of liquidity, solvency and profitability	
	Evaluate the costs of materials, labor and overhead.	
	Apply the costs of production to the process cost system.	
	Prepare a master and flexible budget.	
BLAW 221: Legal and Ethical Environment of Business	Analyze the costs of the business for managerial decisions.	
	Identify the sources of law and the legal system within the United States.	
	Discuss the elements of a contract and the rights and obligations within.	
	Distinguish when the law of contract and the law of sales are to be applied.	
	Explain torts and the type of remedies available for breach of agreements.	
	Explain the elements of intellectual property and maintaining ownership interests.	
IST 268: Spreadsheet Applications	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	
	Interpret financial data.	
	Design formulas that solve math problems.	
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	
	Integrate Excel spreadsheets with other software applications and the Internet.	

Program Outcome 2:		
Communicate business information effectively within a business environment.		
Course	Course Learning Outcome (CLO)	
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making.	
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement.	
	Demonstrate job order and process costing procedures and budget preparation.	
	Relate the use of accounting information to pricing and capital investment decision making.	
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.	
	Compute gross earnings.	
	Compute the amount of federal income tax withholding.	
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	
	Record employees' wages in payroll register by payroll period.	
	Prepare employees' earnings record.	
	Prepare payroll tax reports.	
	Explain payroll deposit requirements.	
ACCT 219: Accounting Management Software	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	
	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.	
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.	
	Prepare financial statements and complete financial statement analysis.	
	Complete the accounting cycle using QuickBooks and Microsoft Office software.	
	Integrate QuickBooks with Microsoft Office applications.	
ACCT 225: Intermediate Accounting I	Develop an understanding of service and merchandising computer accounting.	
	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.	
	Communicate orally and in writing financial accounting information.	
	Demonstrate the recording and processing of more complex transactions and events.	
	Manage information accumulation, processing, recording, and reporting steps.	
ACCT 227: Financial Analysis & Budgeting	Identify, measure, and report an entity's assets and determine related impact upon income determination.	
	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser	
	Prepare financial statements for various types of companies	
	Calculate and interpret measures of liquidity, solvency and profitability	
	Apply the costs of production to the process cost system.	
	Prepare a master and flexible budget.	

ACCT 258: Cost Accounting	Analyze the costs of the business for managerial decisions.	
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.	
	Discuss the elements of a contract and the rights and obligations within.	
	Distinguish when the law of contract and the law of sales are to be applied.	
	Explain torts and the type of remedies available for breach of agreements.	
	Explain the elements of intellectual property and maintaining ownership interests.	
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	
BUED 203: Business Communication	Demonstrate their abilities to use clear, concise, and grammatically correct language.	
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.	
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.	
IST 100: Computer Application	Demonstrate proficiency in using word processing software	
	Demonstrate proficiency in using spreadsheet software	
	Demonstrate proficiency in using database software	
	Demonstrate proficiency in using presentation software	
IST 268: Spreadsheet Applications	Design formulas that solve math problems.	
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	
	Integrate Excel spreadsheets with other software applications and the Internet.	
Program Outcome 3:		
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.		
Course	Course Learning Outcome (CLO)	
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.	
	Analyze the elements of internal control.	
	Demonstrate accounting procedures for corporate bonds.	
	Calculate financial ratios and use them to evaluate business performance.	
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.	
	Demonstrate job order and process costing procedures and budget preparation.	
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.	
	Compute gross earnings.	
	Compute the amount of federal income tax withholding.	
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	
	Record employees' wages in payroll register by payroll period.	
	Prepare employees' earnings record.	
	Prepare payroll tax reports.	

	Explain payroll deposit requirements.	
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.	
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.	
	Prepare financial statements and complete financial statement analysis.	
	Complete the accounting cycle using QuickBooks and Microsoft Office software.	
	Integrate QuickBooks with Microsoft Office applications.	
	Develop an understanding of service and merchandising computer accounting.	
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.	
	Communicate orally and in writing financial accounting information.	
	Demonstrate the recording and processing of more complex transactions and events.	
	Manage information accumulation, processing, recording, and reporting steps.	
	Identify, measure, and report an entity's assets and determine related impact upon income determination.	
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser	
	Prepare financial statements for various types of companies	
	Calculate and interpret measures of liquidity, solvency and profitability	
ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States.	
	Calculate an individual's tax payment or refund using Form 1040, 1040A	
	Propose a plan for individual's taxes in future years.	
ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead.	
	Apply the costs of production to the process cost system.	
	Prepare a master and flexible budget.	
	Analyze the costs of the business for managerial decisions.	
BLAW 221: Legal and Ethical Environment of Business	Discuss the elements of a contract and the rights and obligations within.	
	Distinguish when the law of contract and the law of sales are to be applied.	
	Explain torts and the type of remedies available for breach of agreements.	
	Explain the elements of intellectual property and maintaining ownership interests.	
Program Outcome 4:		
Utilize current income tax resources to prepare personal tax returns.		
Course	Course Learning Outcome (CLO)	
ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States.	
	Calculate an individual's tax payment or refund using Form 1040, 1040A	
	Propose a plan for individual's taxes in future years.	

Program Outcome 5:	
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Demonstrate proficiency in using a 10-key calculator
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
	Develop an understanding of service and merchandising computer accounting.
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
	Identify, measure, and report an entity's assets and determine related impact upon income determination.
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
	Calculate and interpret measures of liquidity, solvency and profitability
ACCT 237: Income Tax Accounting	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individual's taxes in future years.
	Prepare a master and flexible budget.

ACCT 258: Cost Accounting	Analyze the costs of the business for managerial decisions.	
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.	
	Discuss the elements of a contract and the rights and obligations within.	
	Distinguish when the law of contract and the law of sales are to be applied.	
	Explain torts and the type of remedies available for breach of agreements.	
	Explain the elements of intellectual property and maintaining ownership interests.	
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	
BUED 203: Business Communicatio n	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.	
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.	
IST 100: Computer Application	Demonstrate proficiency in using college systems to conduct online learning and research.	
	Demonstrate understanding of security options for technology platforms	
	Demonstrate proficiency in operating a personal computer	
	Demonstrate proficiency in using word processing software	
	Demonstrate proficiency in using spreadsheet software	
	Demonstrate proficiency in using database software	
	Demonstrate proficiency in using presentation software	
IST 268: Spreadsheet Applications	Interpret financial data.	
	Design formulas that solve math problems.	
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	
	Integrate Excel spreadsheets with other software applications and the Internet.	

Program Outcome 6:		
Demonstrate knowledge of accounting as it relates to payroll.		
Course	Course Learning Outcome (CLO)	
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.	
	Compute gross earnings.	
	Compute the amount of federal income tax withholding.	
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	
	Record employees' wages in payroll register by payroll period.	
	Prepare employees' earnings record.	
	Prepare payroll tax reports.	
	Explain payroll deposit requirements.	
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	

Introduction

The program outcomes for the AAS in Accounting Technology reflect what an accounting professional entering the workforce should know and tasks they should be able to complete. The data analyzed came from student work collected during the 2022-2023 academic year. Artifacts used to measure the outcomes came from the following courses:

- ACCT 211, Principles of Accounting I
- ACCT 212, Principles of Accounting II
- ACCT 218, Payroll Accounting
- ACCT 219, Accounting Management Software
- ACCT 227, Financial Analysis and Budgeting
- ACCT 237, Income Tax Accounting

Various assessment artifacts were used throughout the program such as exams, written projects, and scenario-based projects. The information presented in this report will be used to make improvements to the Accounting Technology program to improve the quality of student learning.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Perform financial accounting and management functions using report format and procedures.	Fails to perform financial accounting and management functions using report format and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use report format and procedures. Multiple errors are present.	Performs financial accounting and management functions using report format and procedures with minimal errors.	Performs financial accounting and management functions using report format and procedures.
Communicate business information effectively within a business environment.	Fails to communicate business information effectively within a business environment.	Attempts to communicate business information but fails to do so appropriately within the standards of the business environment.	Communicates business information within the business environment with minimal errors	Communicates business information effectively within a business environment.
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Fails to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Demonstrates knowledge of accounting systems for either a service, merchandising or manufacturing company, but not all three, attempting to act as a sole proprietorship, partnership, or enterprise. Multiple errors are present.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises with minimal errors.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
Utilize current income tax resources to prepare personal tax returns.	Fails to utilize current income tax resources to prepare personal tax returns.	Prepares personal tax returns but does not utilize current resources to prepare them. Multiple errors are present.	Uses current income tax resources to prepare returns but they are prepared with minimal errors.	Utilizes current income tax resources to prepare personal tax returns.
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Fails to use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Uses technology to solve complex business issues but does not report or display these solutions in an appropriate manner.	Uses technology to solve complex business issues and reports or displays these solutions in an appropriate manner with minimal errors.	Uses technology to solve complex business issues, report, and display these solutions in an appropriate manner.
Demonstrate knowledge of accounting as it relates to payroll.	Fails to demonstrate knowledge of accounting as it relates to payroll.	Demonstrates knowledge of accounting as it relates to payroll with multiple errors present.	Demonstrates knowledge of accounting as it relates to payroll with minor errors which does not detract from this demonstration of knowledge.	Demonstrates knowledge of accounting as it relates to payroll.

Program Outcome # 1

Perform financial accounting and management functions using report format and procedures.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	5	108	2-33	2	Yes
ACCT 212	Principles of Accounting II	5	76	2 -24	2	Yes

		I	II	III	IV	Total # of Students
ACCT 211	#	7	6	21	74	108
	%	6%	5%	20%	69%	100%
ACCT 212	#	1	2	8	65	76
	%	1%	3%	11%	85%	100%

Assessment Results

The final exam is used as the assessment artifact in both ACCT 211, Principles of Accounting I and ACCT 212, Principles of Accounting II.

Of the 108 students completing the artifact in Principles of Accounting I, sixty-nine percent (74 students) scored in competency area IV and twenty percent (21 students) scored in competency area III. Five percent (6 students) scored in competency area II while the remaining six percent (7 students) scored in competency area I.

Of the 76 students completing the artifact in Principles of Accounting II, eighty-five percent (65 students) scored in competency area IV and eleven percent (8 students) scored in

competency area III. Three percent (2 students) scored in competency area II while the remaining one percent (1 student) scored in competency area I.

Analysis

During the 2022-2023 academic year in Principles of Accounting I, 89% of students have performed financial accounting and management functions using report format and procedures or either no errors or minimal errors. Students are retaining the information presented throughout this course and applying the knowledge to complete questions and accounting problems on the final exam. The percentage of students performing in competency areas III and IV is the same total as reported in the 2021-2022 Student Learning Outcomes report. However, the percentage of students performing in competency area IV has improved from 62% in 2021-2022 to 69% in 2022-2023. The students that continue to perform in competency area II and competency area I are consistently not completing homework assignments throughout the course nor attending class in the face-to-face section of this course. It is discussed with students at the beginning of each semester and reiterated throughout the semester that completing homework each week is the biggest factor in succeeding in this course.

During the 2022-2023 academic year in Principles of Accounting II, 96% of students have performed financial accounting and management functions using report format and procedures or either no errors or minimal errors. The prerequisite for this course is a C or better in ACCT 211, Principles of Accounting I. Therefore, students in this course have already successfully completed one accounting course. These students continue to show they are retaining the information presented in the course and are able to apply the knowledge to accounting questions and problems.

Use of Results for Improvement

Students are demonstrating that they are able retain and apply the knowledge to perform financial accounting and management functions in proper report format and procedures. Therefore, the current artifact will continue to be used in the future and monitored. No changes are planned at this time.

What is the proposed timeline for the changes outlined above?

n/a

Program Outcome # 2

Communicate business information effectively within a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 227	Financial Analysis and Budgeting	1	5	0	1	Yes

		I	II	III	IV	Total # of Students
ACCT 227	#	1	0	0	4	5
	%	20%	0	0	80%	100%

Assessment Results

A public company analysis paper is used as the artifact for this outcome. Eighty percent of students (4 students) scored in competency area IV in this outcome while twenty percent (1 student) scored in competency area I. For comparison, 66 percent of students scored in competency area IV with the remaining 34% scoring in competency area III during the 2021-2022 academic year.

Analysis

With the high number of students scoring in competency area IV, the students are able to communicate business information effectively. They are learning written communication skills throughout the curriculum in the Accounting Technology program and are able to apply those skills to complete this assignment. The one student that scored in competency area I, did not communicate the information thoroughly. This may have been due to time constraints at the end of the semester when the research assignment is due.

Use of Results for Improvement

Overall students are able to communicate effectively within a business environment. To continue to enhance student learning of communication skills, submitting written work throughout the semester will continue with feedback given on each assignment. The requirement to submit a rough draft of this paper a week prior to the final assignment deadline will also continue. Time management will be added as component to the instructions of the company analysis research paper. This assignment will continue into future academic years and will continue to be used to assess this outcome.

What is the proposed timeline for the changes outlined above?

The changes will be implemented during Spring 2024.

Program Outcome # 3

Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	8	0	1	Yes

		I	II	III	IV	Total # of Students
ACCT 219	#	0	0	0	8	8
	%	0	0	0	100%	100%

Assessment Results

Students were asked to complete transactions in QuickBooks Online accounting software and then perform accounting functions with the data entered in those transactions. One hundred percent of students were able to correctly enter transactions into the software and then complete accounting functions with the data entered.

Analysis

One hundred percent of students were able to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises in competency area IV. This is an improvement from the 2021-2022 academic year when 66% of students scored in competency areas IV and III.

Use of Results for Improvement

Students have successfully completed this assignment and are demonstrating the knowledge of this outcome. This assignment will continue to be used to assess this outcome in future academic years.

What is the proposed timeline for the changes outlined above?

While no changes to this assignment are being made a textbook update will be implemented in Spring 2024. Data will be collected and analyzed to ensure student learning is maintained.

Program Outcome # 4

Utilize current income tax resources to prepare personal tax returns.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	13	0	1	Yes

		I	II	III	IV	Total # of Students
ACCT 237	#	3	5	1	4	13
	%	23%	38%	8%	31%	100%

Assessment Results

Students are asked to complete two personal tax returns with different scenarios along with multiple schedules and worksheets. Thirty-one percent (4 students) completed this assignment in competency area IV. Eight percent (1 student) completed this assignment in competency area III. Thirty-eight percent (5 students) completed this assignment in competency area II while twenty-three percent (3 students) completed this assignment in competency area I.

Analysis

Sixty-one percent of students failed to utilize current income tax resources to prepare personal tax returns. This is an increase from fifty percent failure rate in the 2021-2022 academic year. This continues to be an area where students are struggling to successfully complete the assignment.

Use of Results for Improvement

There were two income tax returns required to complete this assignment. Most students did not finish the second return which resulted in not being able to demonstrate the students knowledge. Time on the assignment was reviewed, it was taking students longer than expected to complete this assignment. Due to the large number of incomplete projects and time spent on the project this assignment will be reduced to only one income tax return. This should realign the time requirements to the match what was anticipated when creating the assignment.

What is the proposed timeline for the changes outlined above?

These changes will be implemented in Fall 2023.

Program Outcome # 5

Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	7	0	1	Yes

		I	II	III	IV	Total # of Students
ACCT 219	#	0	0	0	7	7
	%	0	0	0	100%	100%

Assessment Results

Students were asked to complete transactions in QuickBooks Online accounting software and then use the software to generate reports, analyze report information, and display the solutions in an appropriate manner. One hundred percent of students were able to correctly solve the issues presented with the reports and display the information in an appropriate manner.

Analysis

One hundred percent of students were able to use technology to solve complex business issues, report, and display these solutions in an appropriate manner with no errors resulting in competency area IV. This is an improvement from the 2021-2022 academic year when 92% of students scored in competency areas IV and III.

Use of Results for Improvement

Students have successfully completed this assignment and are demonstrating the knowledge of this outcome. This assignment will continue to be used to assess this outcome in future academic years.

What is the proposed timeline for the changes outlined above?

While no changes to this assignment are being made a textbook update will be implemented in Spring 2024. Data will be collected and analyzed to ensure student learning is maintained.

Program Outcome # 6

Demonstrate knowledge of accounting as it relates to payroll.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 218	Payroll Accounting	1	11	0	1	Yes

		I	II	III	IV	Total # of Students
Course	#	5	2	0	4	11
	%	45%	18%	0%	37%	100%

Assessment Results

The artifact for this program outcome is a payroll project in which students are asked to complete all calculations and entries for a full quarter of pay cycles.

During the 2022-2023 academic year, thirty-seven percent (4 students) scored in competency area IV which no students scored in competency area III. Eighteen percent (2 students) scored in competency area II and forty-five percent (5 students) scored in competency I. These are compared to 2021-2022 academic year when forty percent scored in competency area IV, 10 percent scored in competency area III, 10 percent scored in competency area II, and forty percent scored in competency area I.

Analysis

During the 2022-2023 academic year, thirty-seven percent of students met the expectations of this assignment and demonstrated knowledge related to payroll by completing this artifact with either no or minimal minor errors. However, sixty-three percent of students are

performing in competency areas I or II demonstrating are large number of errors or little to no payroll knowledge. This continues to be an assessment where students perform poorly. Multiple zoom sessions were offered to assist students with the project but attendance in those sessions was poor. Time management of this project was discussed with students in written format in the online course. Students are not completing the project entirely, which is causing students to be unable to demonstrate their knowledge. This assessment will continue into future years.

Use of Results for Improvement

With this being an online course, the discussion of time management for this project will continue. Also, a zoom session will continue to be offered. Also, students will be allowed to begin working on this project after fall break during week nine of the course instead of waiting until week fourteen to allow students to begin the project.

What is the proposed timeline for the changes outlined above?

These changes will be implemented in Fall 2023.

Additional Summary Notes

Anomalies in the results that were noticed:

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Were there any patterns in the data observed?

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Addendum

Program Name: Accounting Technology

- (1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 20XX-XX SLO report. (Use as many pages as necessary to describe.)

During the 2022-2023 academic year, one curriculum change was made. BUED 203, Business Communications was deactivated and had to be removed from the grid. Students will now take both BUAD 120, Introduction to Business and BUAD 221, Fundamentals of Management.

- (2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

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THREE RIVERS COLLEGE

Criminal Justice - AAS

Program Level SLO Report

Shawn Westbrooks – Program Manager

2022-2023

Program Purpose Statement

The Associate of Science degree in Administration of Justice is designed for students who plan to transfer to a four-year university to major in Law Enforcement or Criminal Justice.

The Associate of Applied Science Criminal Justice program options prepare individuals for a career in law enforcement and police work. In addition to courses concerned primarily with the activities of police on the operational level, the curriculum includes the legal, social, and philosophical basis for law enforcement. This program is applicable to both the pre-service and the in-service officer.

Program Outcomes

1. Differentiate Constitutional Amendments.
2. Recognize the impact that significant Supreme Court rulings have on law enforcement.
3. Identify a violation of Missouri law based on a description of an action.
4. Identify legal terminology and procedures used within the criminal justice system.
5. Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the academic year.

Criminal Justice: Program Outcomes Mapping

Program Outcome 1: Differentiate Constitutional Amendments.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)

Program Outcome 2: Recognize the impact that significant Supreme Court rulings have on law enforcement.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)

Program Outcome 3:
Identify a violation of Missouri law based on a description of an action.

Course	Course Learning Outcome
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 113: Criminal Law	Describe the basic legal principles of criminal law (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review the model penal code and Missouri criminal statutes (CLO 3)
	Differentiate criminal offenses based on legal classifications (CLO 4)
	Examine the elements and characteristics of various crimes (CLO 5)
ADJU 233: Criminal Investigations	Identify the application of procedures discussed in previous courses (CLO 1)
	Employ techniques acquired while completing the criminal justice program (CLO 2)
	Analyze the day-to-day operations of the agency (CLO 3)
	Apply learned knowledge to actual situations (CLO 4)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)

**Program Outcome 4:
Identify legal terminology and procedures used within the criminal justice system.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 213: Court Procedures	Explain the structure and organization of the court system (CLO 1)
	Describe the hierarchy of the courts (CLO 2)
	Identify each step of the trial process (CLO 3)
	Review landmark court decisions related to criminal procedures (CLO 4)

**Program Outcome 5:
Distinguish philosophical eras, sociological theories, and significant
historic events impacting law enforcement.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
ADJU 223: Community Policing and Homeland Security	Identify crime prevention techniques and theories (CLO 5)
	Describe each era of policing history (CLO 1)
	Identify various policing strategies used in the United States over the past 150 years (CLO 2)
	Discuss the concepts of Strategic, Neighborhood and Problem-Oriented Policing (CLO 3)
	Describe strategies used in implementing Community Policing (CLO 4)
	Identify the events which led to the Homeland Security Act of 2002 (CLO 5)
	Explain the strategies, operations and tactics of Homeland Security (CLO 6)

Introduction

To assess student learning within the Criminal Justice AAS program, ADJU-100 Introduction to Law Enforcement and ADJU-102 Introduction to Criminal Justice are used as introductory assessment points as a student begins their degree. The program learning outcomes resulting from the ADJU-100 and ADJU-102 courses represent a novice-level knowledge of the students. The same assessment tool was used for ADJU-100 and ADJU-102. All five learning outcomes are assessed at this point. The learning outcomes are also assessed at specific points in the program which have been scaffolded in the curriculum and aligned to the programmatic outcomes. For example, Program Learning Outcome #3 evaluates a student's knowledge of Missouri law. The students' data results of outcome #3 from the introductory level ADJU-100 or ADJU-102 are compared to the assessment results from ADJU-113 Criminal Law, a course that extensively covers the area of study. The goal is to demonstrate student knowledge of each learning outcome after completing the higher-level course as they progress through the Criminal Justice AAS program. This report provides the results for the 2022-23 academic year.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Differentiate Constitutional Amendments	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Impact of significant Supreme Court rulings	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Identify a violation of Missouri law	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Identify legal terminology	0% - 25%	51% - 75%	51% - 75%	76% - 100%
Distinguish eras, theories, and historic events	0% - 25%	76% - 100%	51% - 75%	76% - 100%

Program Outcome #1

Differentiate Constitutional Amendments

Verified by the following student assignment tool:

- 60 question exam given each semester to all students (12 questions per outcome) in the entry-level ADJU-100 and ADJU-102 courses. Results of first semester students will be compared to the results of students completing the final semester of the program at which time the student will have complete a 24-question exam assessing the specific outcome following the completion of the higher-level course specific to each program outcome.

ADJU-100/ADJU-102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately.

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-114 Scoring Rubric

I	II	III	IV
0–6 items correct	7–12 items correct	13 –18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Intro to Law Enforcement	2	11	Sections: 0 Students; 0	FT: 1 PT:0	Yes
ADJU-102	Intro to Criminal Justice	1	7	Sections: 0 Students: 0	FT:1 PT:0	Yes
ADJU-114	Constitutional Law	1	9	Sections: 1 Students: 9	FT:1 PT:0	Yes

		I	II	III	IV	Total # of Students
ADJU-100	#	0	0	1	10	11
	%	0%	0%	9%	91%	
ADJU-102	#	0	0	2	5	7
	%	0%	0%	28.5%	71.5%	
ADJU-114	#	0	0	0	9	9
	%	0%	0%	0%	100%	

Assessment Results

Program Outcome #1: Differentiate Constitutional Amendments

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for SLO #1:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2022-2023	95.4%	88.1%	98.2%	2.9%/11.5%
2021-2022	72.9%	77.8%	70.8%	-2.9%/-9.0%
2020-2021	93.1%	83.7%	91.6%	-1.7% / 8.7%
2019-2020	97.9%	85.0%	90.7%	-7.3% / 3.1%
2018-2019	81.7%	N/A	91.4%	11.7%
2017-2018	81.7%	N/A	79.4%	- 2.9%
2016-2017	84.6%	N/A	90.4%	6.5%
2015-2016	79.3%	N/A	93.2%	15.0%

Program Outcome #1 assesses the student's ability to differentiate Constitutional amendments. Over the years, students have consistently demonstrated a significant knowledge of Constitutional amendments. During this reporting period, students again scored high at the entry level courses and even higher upon completion of ADJU-114. The average score of 98.2% reflects almost complete success for this learning outcome.

Analysis

Over the past several years, there have been mixed results with this learning outcome. It should be noted that in years where the ADJU-114 score was not the higher score, the ADJU-100/102 score set the baseline at a high score. If students enter the program already having a strong understanding of this outcome, this alters the possible results which are

based on the assumption that most student enter the program with little or no knowledge of the outcome.

Use of Results for Improvement

The average score for ADJU-114 students was 98.2% for this reporting period. This demonstrates that students who completed the course had a very solid understanding of this learning outcome. I would not want to change such results for the future, but duplicate the results.

What is the proposed timeline for the changes outlined above?

There are no changes suggested based on the results.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies in this reporting period.

Were there any patterns in the data observed?

The results for this reporting period reflected the expectations and goals of the process created to convey this learning outcome to students.

Program Outcome #2

Recognize the impact that significant Supreme Court rulings have on law enforcement.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately.

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU 114 Scoring Rubric

I	II	III	IV
0– 6 items correct	7– 12 items correct	13–18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Intro to Law Enforcement	2	11	Sections: 0 Students: 0	FT: 1 PT:0	Yes
ADJU-102	Intro to Criminal Justice	1	7	Sections: 0 Students: 0	FT:1 PT:0	Yes
ADJU-114	Constitutional Law	1	9	Sections: 1 Students: 9	FT:1 PT:0	Yes

		I	II	III	IV	Total # of Students
ADJU-100	#	0	2	3	6	11
	%	0%	18.3%	27.2%	54.5%	
ADJU-102	#	0	0	3	4	7
	%	0%	0%	42.8%	57.2%	
ADJU-114	#	0	0	1	8	9
	%	0%	0%	11.1%%	88.9%	

Assessment Results

Program Outcome #2: Recognize the impact that significant Supreme Court rulings have on law enforcement.

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for SLO #2:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2022-2023	79.5%	82.1%	92.1%	15.8%/12.2%
2021-2022	69.4%	72.5%	60.6%	-12.7%/-16.5%
2020-2021	88.2%	73.7%	94.0%	6.2% / 21.6%
2019-2020	66.6%	89.9%	90.1%	26.1% / 0.3%
2018-2019	71.4%	N/A	94.3%	24.3%
2017-2018	76.6%	N/A	86.3%	11.3%
2016-2017	73.2%	N/A	85.2%	14.1%
2015-2016	81.2%	N/A	92.5%	12.3%

Program Outcome #2 assesses the student's ability to recognize the impact that significant Supreme Court rulings have on law enforcement. As the table above shows, the average score has consistently increased once the student has completed ADJU-114. The exception was the previous reporting year. The unusual circumstances involving COVID-19 may be responsible for the previous year's anomaly. The increase demonstrated during this reporting period demonstrates an increased level of knowledge for this learning outcome after completion of ADJU-114.

Analysis

Over the years, the average ADJU-114 score has consistently been higher than the average ADJU-100/102 score with the exception of the 2021-22 reporting year. As noted in last year's report, the impact of COVID-19 probably altered the results. The results in this reporting period satisfied expectations and goals set forth in the learning outcome.

Use of Results for Improvement

The average score for ADJU-114 was an impressive 92.1% suggesting that no changes should be made.

What is the proposed timeline for the changes outlined above?

There are no changes suggested based on the results.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies in this reporting period.

Were there any patterns in the data observed?

The results for this reporting period reflected the expectations and goals of the process created to convey this learning outcome to students.

Program Outcome #3

Identify a violation of Missouri law based on a description of an action.

ADJU-100/102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-113 and ADJU-233 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	11	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	7	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-113	Criminal Law	2	12	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-233	Criminal Investigations	1	7	Sections: 1 Students: 7	FT: 1 PT: 0	Yes

		I	II	III	IV	Total # of Students
ADJU-100	#	1	8	1	1	11
	%	9.1%	72.7%	9.1%	9.1%	
ADJU-102	#	0	2	4	1	7
	%	0%	26.8%	57.1%	14.3%	
ADJU-113	#	0	0	1	11	12
	%	0%	0%	8.3%	91.7%	
ADJU-233	#	0	0	6	1	7
	%	0%	0%	85.7%	14.3%	

Assessment Results

Program Outcome #3: Identify a violation of Missouri law based on a description of an action.

The following table compares scores of ADJU-100/102 students to ADJU-113 and ADJU-233 students for SLO #3:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-113 Average Score	Percentage of Increase	ADJU-233 Average Score	Percentage of Increase
2022-2023	55.3%	60.7%	70.7%	27.8%/16.5%	66.9%	21.0%/10.2%
2021-2022	58.0%	56.0%	87.3%	50.5% / 55.8%	63.6%	9.6% / 13.5%
2020-2021	42.7%	55.0%	74.6%	42.8% / 26.3%	71.7%	40.5% / 23.3%
2019-2020	64.5%	53.5%	72.9%	11.6% / 26.7%	N/A	N/A
2018-2019	50.4%	N/A	73.8%	31.8%	85.3%	41.0%
2017-2018	51.7%	N/A	87.0%	40.6%	88.5%	43.6%
2016-2017	50.4%	N/A	74.27%	32.2%	77.7%	35.2%
2015-2016	44.1%	N/A	80.3%	45.0%	78.5%	43.9%

Learning Outcome # 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult student learning outcome and the goal is to increase this knowledge through multiple courses within the program.

Analysis

Learning Outcome# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. During the previous seven years, this learning outcome has consistently seen a dramatic improvement by students who have completed a higher-level course. It is expected that students will have very little knowledge of specific criminal

statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to significantly increase this knowledge through multiple courses.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100, ADJU-102, and ADJU-113 will continue. This is a difficult learning outcome for most students due to the complexity of thousands of criminal laws.

What is the proposed timeline for the changes outlined above?

There are no changes suggested based on the results. The increase from the entry level to the higher level course was significant and reflects success.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies in this reporting period.

Were there any patterns in the data observed?

The results for this reporting period reflected the expectations and goals of the process created to convey this learning outcome to students.

Program Outcome #4

Identify legal terminology and procedures used within the criminal justice system.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately.

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-213 and ADJU-104 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	11	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	7	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-104	Introduction to Criminal Courts	1	12	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

		I	II	III	IV	Total # of Students
ADJU-100	#	0	0	2	9	11
	%	0%	0%	18.2%	81.8%	
ADJU-102	#	0	0	1	6	7
	%	0%	0%	14.3%	85.7%	
ADJU-104	#	0	0	1	11	12
	%	0%	0%	8.3%	91.7%	

Assessment Results

Program Outcome #4: Identify legal terminology and procedures used within the criminal justice system.

The following table compares the scores of ADJU-100/102 students to ADJU-213/ADJU-104 students for SLO #4:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-213 / ADJU-104* Average Score	Percentage of Increase
2022-2023	91.6%	88.1%	95.4%	4.1% / 8.3%
2021-2022	80.7%	83.3%	93.8%	14.0% / 11.2%
2020-2021	81.3%	85.4%	88.0%	7.7% / 3.0%
2019-2020	85.3%	93.4	N/A	N/A
2018-2019	72.8%	N/A	95.8%*	24.1%
2017-2018	73.3%	N/A	89.2%	17.9%
2016-2017	72.7%	N/A	93.2%	22.0%
2015-2016	79.4%	N/A	97.5%	18.6%

*NOTE: ADJU 213 was replaced with ADJU 104 during the 18-19 academic year.

Analysis

Students have historically entered the program with a moderate amount of knowledge with this learning outcome. For this reporting period, students who completed ADJU-104 averaged an impressive 95.4%. The entry level average for ADJU-100/102 was also high with 91.6% and 88.1%.

What is the proposed timeline for the changes outlined above?

There are no changes suggested based on the results. The increase from the entry level to the higher-level course was significant and reflects success.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies in this reporting period.

Were there any patterns in the data observed?

The results for this reporting period reflected the expectations and goals of the process created to convey this learning outcome to students.

Program Outcome #5

Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

ADJU-100/102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately.

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-223 and ADJU-243 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	11	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	7	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-223	Community Policing and Homeland Security	1	3	Sections: 1 Students: 3	FT: 1 PT: 0	Yes
ADJU-243	Police Administration	1	5	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

		I	II	III	IV	Total # of Students
ADJU-100	#	1	1	5	4	11
	%	9.1%	9.1%	45.5%	36.3%	
ADJU-102	#	0	0	2	5	7
	%	0%	0%	28.6%	71.4%	
ADJU-223	#	0	0	0	3	3
	%	0%	0%	0%	100%	
ADJU-243	#	0	0	1	4	5
	%	0%	0%	20%	80%	

Assessment Results

Program Outcome #5: Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

The following table compares the scores of ADJU-100/102 students to ADJU-223 students for SLO #5:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-223 Average Score	Percentage of Increase	ADJU-243 Average Score	Percentage of Increase
2022-2023	71.2%	82.1%	88.3%	24.0% / 7.6%	85.4%	19.9% / 4.0%
2021-2022	71.1%	72.5%	87.6%	18.9% / 17.3%	75.0%	5.2% / 3.4%
2020-2021	65.1%	67.5%	86.6%	24.9% / 21.1%	73.6%	11.6% / 8.3%
2019-2020	72.8%	73.2%	87.0%	16.4% / 15.9%	N/A	N/A
2018-2019	59.9%	N/A	95.8%	37.5%	78.9%	24.1%
2017-2018	64.6%	N/A	83.5%	22.3%	N/A	N/A
2016-2017	63.2%	N/A	86.3%	24.8%	N/A	N/A
2015-2016	60.5%	N/A	84.6%	28.5%	N/A	N/A

Analysis

Learning Outcome # 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. The learning outcome has been very consistent over the past seven reporting years. The results show that a student completing ADJU-223 and ADJU-243 have a significant increase in knowledge when compared to the entry-level ADJU-100 or ADJU-102 course.

Use of Results for Improvement

The increase from ADJU-100 to ADJU-223 was an impressive 24.0%. The increase from ADJU-100 to ADJU-243 was also impressive at 19.9%. While the increases from ADJU-102 were not as dramatic, that was because the entry-level scores were higher for ADJU-102. Some students complete ADJU-102 as an additional elective and would have already completed ADJU-100 which may account for the improved score. I do not see a need to make any changes based on these results.

What is the proposed timeline for the changes outlined above?

There are no changes suggested based on the results. The increase from the entry level to the higher-level course was significant and reflects success.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies in this reporting period.

Were there any patterns in the data observed?

The results for this reporting period reflected the expectations and goals of the process created to convey this learning outcome to students.

Addendum

Program Name:

- (1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 20XX-XX SLO report. (Use as many pages as necessary to describe.)

There were no significant changes to the program or courses during this reporting year.

- (2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

No significant changes were made.



THREE RIVERS COLLEGE

**Early Childhood Development AAS
Program Level SLO Report
Heather Cornman – Program Manager**

2022-2023

Program Purpose Statement

The Early Childhood Development program exists to prepare students for employment and leadership roles in licensed childcare centers, private preschools, and Head Start.

Program Outcomes

1. **Child Development and Learning in Context-** Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains; they understand each child as an individual with unique developmental variations and children learn and develop within relationships that includes families, cultures, languages, communities, and society.
2. **Family–Teacher Partnerships and Community Connections-** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve and their communities. They know about, understand and value diversity in families; using this knowledge to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning.

3. **Child Observation, Documentation, and Assessment-** Early childhood educators understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They know how to use observation, documentation, and other appropriate assessment approaches and tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.
4. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices-** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occurs.
5. **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum-** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.
6. **Professionalism as an Early Childhood Educator-** Early childhood educators identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2022-23 academic year.

Early Childhood Development: Program Outcomes Mapping

Program Outcome 1: Child Development and Learning in Context	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Demonstrate an understanding of child growth and development (CLO 2)
	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 209: CDA Competency	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
	Recognize importance of establishing positive and productive relationships with families. (CLO 4)

Program Outcome 1 (continued)	
ECD 235: Special Children	Recognize benefits of early intervention and intervention strategies. (CLO 1)
	Compare characteristics of children with developmental or learning disorders to typically developing children. (CLO 2)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)

	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

Program Outcome 2: Family–Teacher Partnerships and Community Connections	
Course	Course Learning Outcome (CLO)
ECD 209: CDA Competency	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
ECD 235: Special Children	Distinguish importance of parent-teacher partnerships for involvement of families with special needs children. (CLO 4)
ECD 237: Early Childhood Development Lab	Develop strategies to inform and involve families in their children's learning and development. (CLO 3)
ECD 245: Early Childhood Administration	Assess strategies for family and community involvement. (CLO 4)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)

**Program Outcome 3:
Child Observation, Documentation, and Assessment**

Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 209: CDA Competency	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
ECD 235: Special Children	Recognize benefits of early intervention and intervention strategies. (CLO 1)
	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Use observations to assess development of children. (CLO 2)
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting . (CLO 2)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 4:
Developmentally, Culturally, and Linguistically Appropriate
Teaching Practices**

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Demonstrate an understanding of child growth and development (CLO 2)
	Employ the components of high-quality early childhood education in curriculum development (CLO 4)
ECD 209: CDA Competency	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Assess curriculum, classroom environment, and teaching practices in lab experiences. (CLO 4)
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting (CLO 2)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
Program Outcome 4 (continued)	

ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

Program Outcome 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Demonstrate how to create and maintain safe learning environments. (CLO 2)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 209: CDA Competency	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
	Use observations to assess development of children. (CLO 2)
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting . (CLO 2)
ECD 247 Early Childhood Curriculum	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)

ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

Program Outcome 6: Professionalism as an Early Childhood Educator	
Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Apply knowledge of the role as a professional in the early childhood field. (CLO 4)
ECD 209: CDA Competency	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 237 Early Childhood Development Lab	Develop strategies to inform and involve families in their children's learning and development. (CLO 3)
	Assess curriculum, classroom environment, and teaching practices in lab experiences. (CLO 4)
ECD 245: Early Childhood Administration	Examine the administrative/managerial tasks involved in starting and maintaining an early childhood program. (CLO 1)
	Illustrate effective management of staff. (CLO 3)
	Assess strategies for family and community involvement. (CLO 4)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children. (CLO 3)

Introduction

Program Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. Program rubrics have been developed based on these standards. There are 6 core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education. Program standards were updated in 2022 to reflect the current standard changes to the NAEYC Standards.

The six core ECD standards describe what well-prepared early childhood teachers/educators should know and be able to do. The twenty-two key elements clarify the most important features of the standard. They highlight what candidates should know, understand, and implement in the classroom.

Program Outcome #1 Rubric
Child Development and Learning in Context

Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains; they understand each child as an individual with unique developmental variations and children learn and develop within relationships that includes families, cultures, languages, communities, and society.

	I	II	III	IV
Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Fails to demonstrate how to plan the environment, schedule, and daily activities to promote each child's development and learning.	Identifies importance of planning the environment, schedule, and daily activities to promote each child's development and learning.	Recognizes effective planning the environment, schedule, and daily activities to promote each child's development and learning.	Demonstrates effective planning of the environment, schedule, and daily activities to promote each child's development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Program Outcome #1	I	II	III	IV	# of Students
Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	1	1	2	3	7

Assessment Results

Program Outcome #1: Child Development and Learning in Context

This outcome was assessed using the environmental plan piece of the lesson plan assignment from ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning areas along with materials and activities, incorporating multicultural/diverse inclusion activities or materials.

Twenty-nine percent (n=2) of students scored at Level IV.

Twenty-nine percent (n=2) of students scored at Level III.

Fourteen percent (n=1) of students scored at Level II.

This scoring was based on how challenging the activities were for all developmental domains along with the information they provided in checking for understanding of the

concepts they were presenting. The experiences may be appropriate for learning, yet to reach a higher level of understanding, students needed to include experiences that would challenge children at all levels of development.

Analysis

The two students scoring at Level IV in PO created learning experiences that were appropriate, met the learning objectives, and was inclusive for all children. The experiences were developmentally appropriate regarding play, guided play, and direct instruction.

The two students scoring at Level III planned developmentally appropriate learning experiences, but the lesson plan was based on a holiday and did not consider cultural differences or provide alternatives for those children with varying beliefs.

The remaining students were unable to demonstrate developmentally appropriate and/or challenging learning experiences that were not substantial and did not support the learning objectives.

Use of Results for Improvement

Students will continue to be required to develop a lesson plan that demonstrates their knowledge of child development and how children learn. Students develop the plan in ECD 247 which is offered in the Fall semester. For the first time in Spring 2023, students were required to implement the lesson plan in their practicum and complete an evaluation.

The lesson plan evaluations demonstrated that some students noticed how completing the lesson plan for the assignment and actual implementation varied greatly. The students who scored in Level IV had appropriate lesson plans and their evaluation reflected how the children responded, how they assessed learning objectives and if they lesson plan met their expectations.

The students who scored in Level III or lower mentioned they needed more hands-on learning experiences, a more open-ended topic or theme to support learning objectives, and more organization.

Program Outcome #2 Rubric

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve and their communities. They know about, understand and value diversity in families; using this knowledge to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning.

	I	II	III	IV
Supports and engages families and communities through respectful, reciprocal relationships	Fails to show how to support and engage families and communities through respectful, reciprocal relationships.	Identifies ways of supporting and engaging families and communities through respectful, reciprocal relationships.	Recognizes ways of supporting and engaging families and communities through respectful, reciprocal relationships.	Demonstrates ways of supporting and engaging families and communities through respectful, reciprocal relationships.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
ECD 247	Early Childhood Curriculum	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Program Outcome #2	I	II	III	IV	# of Students
Supports and engages families and communities through respectful, reciprocal relationships	0	3	1	3	7

Assessment Result

Program Outcome #2: Family–Teacher Partnerships and Community Connections

This outcome was assessed using the family engagement piece of the lesson plan assignment from ECD 247-Early Childhood Curriculum. Students are required to provide an opportunity for parents to be actively involved in their child's learning. This activity is to be an extension of learning for the child based on the learning objectives planned in the lesson.

The level of engagement the opportunities provided to the families and child were examined.

Scoring was based on the suggestions and/or activities the students initiated for families and the depth of involvement for parents and child.

Forty-three percent (n=3) of students scored in Level IV.

Fourteen percent (n=1) of students scored in Level III.

Forty-three percent (n=3) of students scored in Level II.

Analysis

The three students scoring in Level IV successful in this outcome was based on developmentally appropriateness of suggestions or activities the students provided parents to actively involve them in their child's learning at home.

The student scoring in Level III planned an engaging activity that included providing questions to families about their customs and providing photos of those celebration. Yet they specifically asked how the holiday was celebrated instead of asking about their cultural beliefs and traditions.

The three students scoring in Level II included family involvement, but the activities planned did not promote participation in their child's learning.

This outcome showed that most students were able to plan and implement learning activities for the children to engage parents with extending learning at home.

Use of Results for Improvement

Students will continue to be encouraged to provide learning resources to parents that enhance their involvement with their child's development and learning. Continued illustrations and examples of family involvement in the course will be beneficial for upcoming students. The lesson plan outline along with assignment requirements will be studied to see where clarification can be made to improve student understanding of what is expected.

Program Outcome #3 Rubric

Child Observation, Documentation, and Assessment

Early childhood educators understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They know how to use observation, documentation, and other appropriate assessment approaches and tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.

	I	II	III	IV
Knows about and uses observation, documentation, and other appropriate assessment tools and approaches	Fails to show understanding of observation, documentation, and other appropriate assessment tools and approaches.	Identifies observation, documentation, and other appropriate assessment tools and approaches.	Recognizes observation, documentation, and other appropriate assessment tools and approaches.	Demonstrates use of observation, documentation, and other appropriate assessment tools and approaches.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Program Outcome #3	I	II	III	IV	# of Students
Knows about and uses observation, documentation, and other appropriate assessment tools and approaches	0	4	2	1	7

Assessment Result

Program Outcome #3: Child Observation, Documentation, and Assessment

This outcome is assessed with the Child Case Study students conduct in ECD 296-Early Childhood Practicum. It is an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's understanding of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize information collected in the case study. They are also required to include family, community, and cultural information.

The student's reflection about the benefits of development was reviewed to clarify if student had an adequate understanding of the importance of assessment in tracking children's learning and development and the use of tools to assess development. The student's use of objective versus subjective observations in the case study was reviewed.

Students were assessed on the extent they discussed the child's development and if development was used to create child outcomes.

Fourteen percent (n=1) of students scored in Level IV.

Twenty-nine percent (n=2) of students scored in Level III.

Fifty-seven percent (n=4) of students scored in Level II.

Analysis

The difference between the one student who scored in Level IV compared to the two students in Level III was the use of and submission of the developmental milestone checklist and examples of children's work.

The four students who scored in Level II did not include developmental information gained from the required checklist in the case study narrative. The students are given copies of developmental checklist that are to be used. The assignment instructions also outlines how to use the checklists and how to incorporate them into the case study. The checklist and samples of the children's work are to be included. In addition, the observations recorded were not written objectively. Students are given information that discusses writing observations objectively versus adding what they think the child may be experiencing or feeling.

The results of PO #3 indicate that students are illustrating how to observe and the importance of observing young children. The results exhibited over fifty percent of students adequately tracked and assessed the child's development along with providing suggestions for learning improvement.

Use of Results for Improvement

The case study will continue to be used to track this outcome. Instructor will concentrate on adding more information about child assessment and the importance of tracking this information to support learning and development for children.

Program Outcome #4 Rubric

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur.

	I	II	III	IV
Uses a broad repertoire of developmentally appropriate teaching/learning approaches	Fails to demonstrate use of developmentally appropriate teaching/learning approaches.	Identifies use of developmentally appropriate teaching/learning approaches.	Recognizes effective use of developmentally appropriate teaching/learning approaches.	Demonstrates effective use of developmentally appropriate teaching/learning approaches.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Program Outcome #4	I	II	III	IV	# of Students
Uses a broad repertoire of developmentally appropriate teaching/learning approaches	0	2	2	3	7

Assessment Result

Program Outcome #4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

This outcome is assessed with the Child Case Study students conduct in ECD 296-Early Childhood Practicum. It is an in-depth case study on one child between the ages of 0-5 years over the course of the semester. An analysis of information gathered on the child is to reflect in the understanding of the child's development. They are to evaluate the child's strengths and weakness and suggest additional learning approaches that would assist the child in meeting that developmental goal.

Students were assessed on the extent they discussed the child's development and if those results were used to create child outcomes.

Forty-three percent (n=3) of students scored in Level IV.

Twenty-nine percent (n=2) of students scored in Level III.

Twenty-nine percent (n=4) of students scored in Level II.

Analysis

The three students who scored in Level IV provided a detailed reflection of the child's development and creation of teaching strategies that student individualized for the child to enhance learning. While the two students in Level III provided the reflection and made suggestions to enhance developmental skills, the information provided was not as detailed as the Level IV students.

The level II students were competent in recording their interaction with the children along with how the child was developing, yet they lacked creating child outcomes.

Use of Results for Improvement

The case study is a large assignment so possibly having the students complete and submit sections throughout the semester would help. Instructor feedback could be used when compiling the study in hopes of having more in-depth, robust information included in the case study. More focus could be added to each section which would include observation, assessment, and child outcomes.

Program Outcome #5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.

	I	II	III	IV
Uses appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Fails to use appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Identifies the use of appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Recognizes the use of appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Demonstrates the use of appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	7	Sections 0 Students 0	Sections 1 Students 7	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Program Outcome #5	I	II	III	IV	# of Students
Uses appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	0	2	2	3	7

Assessment Results Program Outcome #5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

This outcome was assessed using the monitoring piece of the lesson plan assignment from ECD 247-Early Childhood Curriculum. Students are asked to provide feedback on how they assessed children's understanding and what methods they used for evaluation. These responses were used to assess if students evaluated and reported if their plan was meaningful and challenging for their children.

Forty-three percent (n=3) of students scored in Level IV.

Twenty-nine percent (n=2) of students scored in Level III.

Twenty-nine percent (n=2) of students scored in Level II.

Analysis

The results for PO #5 indicate students understand the importance of a well-planned curriculum that broadly meets children's development yet, at the same time, incorporates tailored learning skills for each child. Seventy-one percent (n=5) of students planned a developmentally appropriate lesson plan that met the goals of a meaningful curriculum therefore, exhibiting the understanding and application of curriculum planning by scoring in Level III or IV.

The difference between Level IV and Level III was the detail students provided about how they implemented and evaluated the learning experiences planned and how they met the learning objectives of the plan.

The two students who did not achieve this level of learning were students who did not complete adequate work throughout the semester and/or turned in enough work to satisfy completing the assignment but not striving for quality work.

Use of Results for Improvement

Last year, additional information about how to complete the lesson and the requirements were added to the assignment. Students are given detailed information on what is expected in each section of the lesson plan and how it reflects on the grading rubric. The grading rubric was also updated with additional details about what is expected with assessment and final reflections for the lesson plan. With most students showing success in this outcome, this seems to have been beneficial for students.

Program Outcome #6

Professionalism as an Early Childhood Educator

Early childhood educators identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession.

	I	II	III	IV
Knows about and upholds ethical standards and other professional guidelines	Fails to understand and uphold ethical standards and other professional guidelines.	Identifies understanding and upholds ethical standards and other professional guidelines.	Recognizes ethical standards and other professional guidelines.	Demonstrates ethical standards and other professional guidelines.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 202	Survey of Early Childhood Development	2		Sections 0 Students 0	Sections 2 Students 14	Sections 0 Students 0	FT: 1 PT: 0	Yes

Program Outcome #6	I	II	III	IV	# of Students
Recognize the importance of identifying and involving oneself with the early childhood field.	1	0	3	10	14

Assessment Result

Program Outcome #6: Professionalism as an Early Childhood Educator

This outcome is assessed in ECD 202-Survey of Early Childhood. Students write a reflection after reading and reviewing the NAEYC (National Association of the Education of Young Children) Developmentally Appropriate Practice Position Statement and the Principles of Child Development and Learning. The NAEYC is the governing body for early childhood accreditation standards for higher education institutions and early childhood programs.

Scoring was based on the depth of understanding of the statements and how they related them to their ideas of professionalism in the early childhood field.

Seventy-one percent (n=10) of students scored at Level IV.

Twenty-one percent (n=3) of students scored at Level III.

Seven percent (n=1) of students scored at Level I.

Analysis

Early childhood educators need to be invested in the profession to effectively assist children in development and learning. Ninety-three percent of students (n=13) effectively recognized and express their thoughts on the importance of identifying as a profession. These students provided insight into their thoughts about how they should conduct themselves in a classroom and with others as they represent early childhood educators. These students related the NAEYC principles to their practice in an early childhood classroom. The difference between Level IV and Level III is the amount students provided relation to the principles compared to their beliefs.

The one student who was not successful and scored in Level 1 did not provide an adequate understanding of the principles and did not relate them to their position.

Use of Results for Improvement

In the past, a program evaluation was used to assess this outcome. Students completed a program evaluation on their observation site in the Early Childhood Lab course. It was decided for the 22-23 SLO report to change assessments. By switching to a new course, it has allowed to assess a greater number of students who are at the beginning of the Early Childhood Development program compared to those who are close to completing the program.

PO #6 results show students recognized the importance of the NAEYC Position Statement on Developmentally Appropriate Practice and the Principles of Child Development and Learning. of identifying as an early childhood professional. The NAEYC

reflection assignment will continue to be used for assessment. This assignment gives the students a chance to study and become familiar with standards and principles from NAEYC that guide early childhood professionals.

Additional Summary Notes

Were changes needed to improve student learning?

Yes. See the Use of Results section below where specific improvements will be addressed.

Patterns in the data observed:

There is a correlation between the quality of work and understanding of lesson planning, assessment, and professionalism in students who are known to be employed in an early learning facility compared to those who do not have the classroom experience.

Assessment of curriculum and learning activities continues to be a challenge for students. The data showed that they are improving but there is still a need for more improvement.

Identified Action Items to Improve Student Learning

- Review lesson plan assignment requirements to see where clarification can be made to improve student understanding of what is expected for family involvement. -PO #2
- Add more instruction and explanation of the importance of parent involvement in children's academic success. It is the Program Coordinator's intention to develop a new course regarding families, school, and community involvement to be put into place by FA24.-PO#2
- Implement check in times for students to submit sections of the child case study throughout the semester. -PO #4, #5
- Track the change of assessment from ECD 237 to ECD 202 for student learning improvement. - PO #6

Student Learning Outcomes (SLO) Report Addendum

Program Name: Early Childhood Development

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2022-23 SLO report. (Use as many pages as necessary to describe.)

The Early Childhood Development program has been completely online for several years. There are still some students who struggle with technology and learning online. Yet, for the most part, the feedback from students is positive stating due to working full-time jobs and family obligations, completing the courses online allows them to work on their own time schedule. Due to ECD not being a large program, it would not be feasible at this time to offer in-person classes. The use of Zoom, Raider Connect, and personal emails to students will hopefully allow students to feel connected to the program and

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The gathering of accurate data to assess enrollment and retention is still being discussed.



THREE RIVERS COLLEGE

Paramedic AAS

Program Level SLO Report

Tami Cunningham – Program Manager

2022-2023

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency medical Technician, and/or Emergency Medical Responder levels.

Paramedic Program Learning Outcomes

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional manner with all members of the health care team.
5. Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Paramedic: Program Outcomes Mapping

Program Outcome 1: Provide a safe, supportive and effective environment for each pre-hospital encounter.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (CLO 1)
	Demonstrate safe patient handling techniques. (CLO 3)
EMDS 201: EMS II	Manage the different types of scenes, such as crime, Haz-Mat, and rescue. (CLO 4)
EMDS 202: EMS Internship I	Initiate intravenous administration with/without fluid and/or medication administration by all routes. (CLO 2)
	Manage pre-hospital patients with medical emergencies. (CLO 4)
EMDS 204: EMS III	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 4)
EMDS 205: EMS Internship II	Demonstrate medication administration using all routes. (CLO 2)
	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 3)

Program Outcome 2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Choose appropriate emergency medical care based on assessment findings of the patient's condition. (CLO 2)
EMDS 201: EMS II	Apply protocols/procedures to emergency situations for patients of all ages. (CLO 5)
EMDS 202: EMS Internship I	Place and administer care of advanced airway devices. (CLO 3)
EMDS 204: EMS III	Apply the protocols/procedures of ACLS, PHTLS, and PALS to pre-hospital patients. (CLO 1)
EMDS 207: EMS IV	Implement a treatment plan for emergency situations. (CLO 1)
	Show competency for National Registry Cognitive and psychomotor examination. (CLO 2)
EMDS 208: EMS Internship III	Demonstrate the ability to perform a comprehensive assessment on medical, trauma, or special consideration patients. (CLO 1)
	Safely perform advanced life support skills. (CLO 2)

Program Outcome 3:

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Course	Course Learning Outcome
EMDS 105: EMS I	Safely and effectively perform the roles and responsibilities of the EMT job description. (CLO 4)
EMDS 201: EMS II	List the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)
EMDS 205: EMS Internship II	Demonstrate the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)

Program Outcome 4:

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Apply the principles of therapeutic communication to effectively communicate with patients of all ages. (CLO 3)
EMDS 202: EMS Internship I	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a paramedic. (CLO 1)
EMDS 204: EMS III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 2)
EMDS 205: EMS Internship II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)
EMDS 207: EMS IV	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 3)
EMDS 208: EMS Internship III	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (CLO 3)
	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)

Program Outcome 5:

Utilize knowledge of normal/abnormal anatomy and physiology, and pharmacology in pre-hospital emergency care.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)
EMDS 204: EMS III	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)

Program Outcome #1 Rubric

Provide a safe, supportive and effective environment.

	Level I	Level II	Level III	Level IV
EMS Operations Psychomotor	Fails to properly identify the EMS operations and usage.	Fails to manage the EMS operations and usage.	Manages operations with minor errors and none being life threatening	Manages the ECG operations correctly and consistently
Patient Assessment Psychomotor	Patient assessment not provided or multiple errors.	The patient assessment provided with errors and slower than expectation.	Provides an appropriate and mostly accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.	Provides a quick, thorough and accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.
Preparatory Affective	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS II	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	2	3	4	9
Patient Assessment	0	2	3	4	9
Preparatory	0	0	4	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	0	1	5	6
Patient Assessment	0	0	1	5	6
Preparatory	0	0	0	6	6

Assessment Result

Program Outcome #1: Provide a safe, supportive, and effective environment for each pre-hospital encounter.

Program outcome 1 data is collected in EMDS 202: EMS Internship I (1st semester) and again in EMDS 208: EMS Internship III (3rd semester) using the same rubric. In EMDS 202: EMS Internship I (1st semester), students were divided between Level II, Level III and Level IV. In EMDS 208 (3rd semester), all the students

reached at least Level III with most of the students achieving Level IV in EMS operations, patient assessment, and preparatory.

Analysis

Faculty still find that the students with a strong EMT knowledge and skill base when they entered the program achieve the higher level of learning category on the rubric. These students progress to an advanced level provider at a quicker rate than a student that must build a strong EMT competency while trying to advance to a higher level of learning, knowledge, or skill.

Dedicated students in the cohort meet or exceeded the expectations of the faculty and reached Level IV learning outcomes. The level of student expectations by the faculty increased for class and simulation. A Remediation Plan is in place, we do not allow a Pocket Guides in simulations, and the program implementing Pharmacology with the disease process is successful. Students are limited to preapproved trained preceptor and to 50% of their clinical time at their home service. The program director assigns the preceptor to the student for the capstone internship (the final team lead patient contacts), and an eight hour with Medical Director is their final competency checkpoint.

The data shows in EMDS 202 Internship I for 2021-22 the students that were not achieving the competency Level III of this rubric were not successful in the next semester and dropped before having an unsuccessful semester. Whereas the students reaching Level III in the first semester of the program were successful the following semesters.

Use of Results for Improvement

Faculty believe that the data from 2021-22 validates the changes that were made in the Paramedic program.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab.

- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program.
- Each student must successfully pass a medical patient assessment with in 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Remediation Plan continued (all courses)
- Limited time at home service (50%) including capstone (paramedic courses)
- 8-hour rotation with Medical Director (paramedic courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)
- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Not allow any reference materials such as a Pocket Guide for simulation scenarios (all courses)
- Internship preceptors **cannot** be your permanent work partner, spouse, a member of your family, cohabitating partner, significant other or any other close relationship status (all courses)

Faculty will continue to implement and evaluate the above changes.

Program Outcome #2 Rubric

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

	Level I	Level II	Level III	Level IV
Airway Management Psychomotor	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
ECG Recognition Psychomotor	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
Judgement Psychomotor	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
Medical Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Pediatric Assessment Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Skills Psychomotor	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
Special Patients Cognitive	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
Trauma Psychomotor	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS Internship I	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship II	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Airway management	0	3	2	4	9
ECG Recognition	0	5	2	3	9
Judgement	0	3	3	3	9
Medical	0	3	3	3	9
Skills	0	2	2	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Airway Management	0	0	3	3	6
ECG Recognition	0	0	3	3	6
Judgement	0	0	3	3	6
Pediatric Assessment	0	1	2	3	6
Skills	0	0	3	3	6
Special Patients	0	1	2	3	6
Trauma	0	0	3	3	6

Assessment Results

Program Outcome #2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

In 2021-22, the level of learning between three categories ranging from Level II to Level IV during EMDS 202 internship I, while increasing to a Level III and IV during the later semester of EMDS 208. The students did show progression in the program.

Analysis

In 2021-22 cohort the internship evaluations were improved, and the preceptors were trained in the proper assessment of the students. The belief is that the evaluation of the student is getting better for accuracy but still leave a lot of bias. The preceptor is starting to use the comments sections for better feedback of the student.

Use of Results for Improvement

After several cohorts of students being evaluated by preceptors there have been many changes made to the way internship and preceptorship work together. Seeing this latest change in more comments and increasing the preceptors' expectations the thought is to continue the use of the new evaluation forms, keep training the preceptors, visit each site to discuss the expectations of each area of the clinical sites and align them with the expectations of the program.

Program Outcome #3 Rubric

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Criteria	Level I	Level II	Level III	Level IV
Patient Care Cognitive	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
Run Management Affective	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 105	EMS I	2	14	Sections 2 Students 14	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 105 EMS I

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	6	8	14

Course being reported: EMDS 202 EMDS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	4	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	1	5	6
Run Management	0	0	1	5	6

Assessment Result

Program Outcome #3: Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

EMDS 105 six of the students reached Level III and eight reached level IV. All the EMDS 105 students were successful in the class. EMDS 202, four-reached Level III and five-reached Level IV, again they were successful. The last course of the program five out of six students improved to Level IV.

Program Outcome #3, EMDS 105 Course						
Year	Level I	Level II	Level III	Level IV	Total	% Level IV
2018-2019	1	0	21	13	34	37%
2019-2020	0	0	10	9	19	47%
2020-2021	0	0	8	13	21	62%
2021-2022	0	0	6	8	14	57%

Analysis

In EMDS 105 and EMDS 202, all the students reached Level III and the majority reached Level IV level of learning showing that the students were progressing to above competency in the program. EMDS 208 the last semester of the program the learners reached Level IV, showing most of the students were above competent. These results show the changes to the paramedic program is working.

The faculty also hold the students accountable for learning and use a student-centered approach for learning. The accountability in the classroom has increased by testing in pods and spot-checking peer checkoffs. In these courses, the students usually do not show a great level of learning until the last 2 semesters, this is where they start using their critical thinking skills.

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning, we also believe that the data from 2021-22 validates the changes that were made in the Paramedic program.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab.
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program.
- Each student must successfully pass a medical patient assessment with in 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Remediation Plan continued (all courses)
- Limited time at home service (50%) including capstone (paramedic courses)
- 8-hour rotation with Medical Director (paramedic courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)

- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Not allow any reference materials such as a Pocket Guide for simulation scenarios (all courses)
- Internship preceptors **cannot** be your permanent work partner, spouse, a member of your family, cohabitating partner, significant other or any other close relationship status (all courses)
- Faculty will continue to implement and evaluate the above changes.

Program Outcome #4 Rubric

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Criteria	Level I	Level II	Level III	Level IV
Attitude Affective	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
Communication Affective	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
EMS Disaster Affective	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMS II	1	9	Sections 1 Students 9	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 202	EMS Internship I	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	Level I	Level II	Level III	Level IV	# of Students
Communication (Attitude)	0	0	2	7	9
EMS Disaster	0	0	3	6	9

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Communication (Attitude)	0	0	3	7	9
Communication (Dispatch)	0	0	3	6	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Disaster	0	0	0	6	6

Assessment Result

Program Outcome #4: Communicate in a professional manner with all members of the health care team.

The 2021-22 results mirrored the last several cohorts' results in EMDS 201, EMDS 202 and EMDS 208.

Analysis

While in internship roles, the students must choose a preceptor from a pre-selected preceptors list. The students are not allowed to do any internship clinical rotations with their own partner (in their EMT role) or any other close family relationship status.

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab.
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program.
- Each student must successfully pass a medical patient assessment within 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Remediation Plan continued (all courses)
- Limited time at home service (50%) including capstone (paramedic courses)

- 8-hour rotation with Medical Director (paramedic courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)
- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Not allow any reference materials such as a Pocket Guide for simulation scenarios (all courses)
- Internship preceptors **cannot** be your permanent work partner, spouse, a member of your family, cohabitating partner, significant other or any other close relationship status (all courses)

Note *Internship preceptors **cannot** be your permanent work partner, spouse, member of your family, cohabitating partner, significant other or any other close relationship status.

Program Outcome #5 Rubric

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Criteria	Level I	Level II	Level III	Level IV
Knowledge Cognitive	Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications.
Medication Administration Cognitive	Unable to deliver medication using priority, safety, and the 8 patient rights of medication administration.	Inconsistently delivering medication using priority, safety, and the 8 patient rights of medication administration.	Correctly and consistently delivers medication using priority, safety, and the 8 patient rights of medication administration with minor errors that, none is life threatening.	Correctly and consistently delivers medication using priority, safety and the 8 patient rights of medication administration.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMDS EMS II	1	9	Sections 1 Students 9	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 205	EMDS Internship II	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	Level I	Level II	Level III	Level IV	# of Students
Medication Administration	0	3	2	4	9

Course being reported: EMDS 205 EMS Internship II

	Level I	Level II	Level III	Level IV	# of Students
Knowledge	0	0	2	5	7

Assessment Results

Program Outcome #5: Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Three students that were at Level II, 2 students at Level III, 4 students at Level IV in the first semester of EMDS 201. EMDS 205 the second semester of the program all students improved to Level III and Level IV.

Analysis

In cohort 2020-21, we removed the students' "crutch", Pocket Guide, in doing so the student improved while in EMDS 201. The removal of the Pocket Guide meant that students had to memorize the medications and their dosages. Additionally, the curriculum changed to incorporate the medications with the disease process instead of pre-teaching pharmacology. The faculty believe that this allows the students to apply the medication to the disease process to allow for better learning. This change made the students stronger in the program. However, when a student does not reach at least Level III they are usually struggling in the program and sometime are not successful.

Use of Results for Improvement

The belief is these changes are working and we will continue to build the process of apply what we learn with stronger more vigorous simulations and improve the realism of the scenarios created in the simulation's lab.

Summary

The data shows students achieved higher levels of learning as they progress through the program. All EMS students start at the basic level (EMDS 105), when that student has a strong comprehension of what is expected of their preform and they work hard on perfecting their skills that student progresses faster the student that must build a sturdy base. Not all EMS students come into the paramedic program with the same level of EMT knowledge or skill set. When a weaker student comes to the program, we, as faculty must work with that student to bring them to the same level as the high performing students. We must help reach our level of expectations in either their cognitive or psychomotor abilities. Many times, these are the lower level of student learning in the early semester courses and then you see the students reach the Level IV due to their slow start.

Understanding that each student is not at the same level of experience or knowledge of EMS is helping the faculty to improve their way instruction. Holding students accountable in the Paramedic program will always be the biggest asset to the program.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab.
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program.
- Each student must successfully pass a medical patient assessment with in 3 attempts to successfully stay in the course (all courses)

- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Remediation Plan continued (all courses)
- Limited time at home service (50%) including capstone (paramedic courses)
- 8-hour rotation with Medical Director (paramedic courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)
- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Not allow any reference materials such as a Pocket Guide for simulation scenarios (all courses)
- Internship preceptors **cannot** be your permanent work partner, spouse, a member of your family, cohabitating partner, significant other or any other close relationship status (all courses)

Faculty will continue to implement and evaluate the above changes.

Anomalies in the results that were noticed:

No anomalies noted in the data.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The faculty believe that the data provided sufficient information to feel confident that changes made over the last several years were improving students learning. The hybrid paramedic program is working so well that we are considering taking all EMS courses hybrid.

Patterns in the data observed:

Consistently, the data showed improvement as the courses progress. The stronger incoming students progress quicker through the program. Dedication is the key to a successful EMS experience.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

The faculty believe that the 2021-22 results show that improvements made in previous years have improved student learning and with the above-mentioned changes, this should continue to build a strong program. The program has hired a group of lab assistants to assist in the lab and with scenarios; this will allow more one-on-one time with the students. Building responsibility and critical thinking skills will improve the outcomes for a successful student.

Some changes that are considered currently are to take all EMS courses hybrid and implement all the above into each level of EMS, to add a new course Advanced EMT and to look at the naming and numbering of the courses. When you look at each of them, there is not a smooth flow or any organization to the path the classes and confuse the students, faculty and staff when advising. The thought is to name and number the classes so the students can understand the order of progression in EMS.

The changes made to the preceptor requirements:

Student Copy**Field Internship Requirements****Preceptor requirements:**

- 2-year paramedic
- Employed with the service for 1 year.
- In good standing with their employer as well as the bureau of EMS
- Obtain a signed consent from the Chief/Director of ambulance service approving your request for preceptorship with their provider and service signed.
- Completed Platinum Planner preceptor training.

Directions:

Carefully select two preceptors (possibly 3)

The preceptors must be able to discuss your performance and/or concerns.

Choosing 2 preceptors from the same location gives you more availability for scheduling and allows the preceptors to determine the best possible training that is needed.

Give each of your preceptors a preceptor packet to complete and return to you or the EMS office.

After you have obtained all signatures and copies of licenses, please turn in the packet to the EMS Office.

You become what you surround yourself with. Energies are contagious. Choose carefully. Your environment will become you.

Field Internship Requirements

You will select two preceptors (possibly 3) The preceptors must be able to discuss your performance and/or concerns. Choosing 2 preceptors from the same location gives you more availability for scheduling and allows the preceptors to determine the best possible conditioning that is needed to enhance your skills and knowledge.

Preceptor:

- An experienced clinician that provides supervision during internship and facilitates the application of theory to practice for students.

Internship goals:

- Enhance communication with other healthcare providers.
- Strengthen paramedic skills.
- Increase knowledge in emergency care and treatment of the sick and injured.
- Strengthen critical thinking skills in medical and traumatic emergencies.
- Enhance assertiveness skill performances.
- Strengthen organizational skills to provide adequate patient care in a timely fashion.
- Develop leadership skills as a prehospital provider.

Preceptor qualities:

- Positive attitude toward the EMS program, students, coworkers, responders, healthcare providers and service.

- Honesty and fairness in student assessment of attitude, knowledge, and skill.
- Provide effective feedback.
- Submits accurate documentation of the student's internship hours.
- Possesses and demonstrates broad prehospital knowledge in patient care and scope of practice.
- Active involvement with the student.
- Emphasizes problem solving.
- Answers questions clearly and precisely.
- Connects information to broader concepts.
- Explains the basis for actions and decisions.
- Open to ideas and opinions.
- Proficient psychomotor skills.
- High ethical standards.
- Conduct their self in a professional manner that is a good role model for the student.

How do I decide who is right for me? Ask yourself, "is this the type of medic I want to be? Do we have the same work ethics".

- What are their ethics? Standards? Morals?
- How do they present themselves professionally? appearance? actions? Communication?
- Is the provider giving the same standard of care that you want to give?
- How is their attitude? Are they always complaining or making rude comments? Do you want to hear that for 12-24 hours?
- Do others like to work with them? Why or why not?
- Do they really want you there or are they always leaving you out of the conversations?
- Do you feel excepted at this service? with this preceptor? with their EMS partner?

My personal goals for internship.

The people in your life will either inspire you or drain you choose wisely!

Preceptor Packet

Please read through the entire packet to assure everything is filled out completely. We recognize not all districts require their employees to have the following certifications, please submit your districts requirements.

Please submit a copy of your:

- MO Paramedic license
- BLS for Healthcare Provider
- PALS
- ACLS
- PHTLS
- Any other credentials

All Three Rivers College paramedic students are required by our accrediting bodies to complete field internship (other colleges may call it a different name) and a capstone experience with a trained preceptor. It is extremely important that all preceptors are honest in their evaluation of the **ENTRY LEVEL** paramedic student. Each student needs honest constructive feedback and honest direction in their patient care.

The paramedic students are at 2 different levels, tier 2, and Capstone. **Tier 2 is field experience**, meaning they are following your lead; they are team members and learning how to become leaders. **They are not to be team leaders; they are not ready to be in charge.** You as the preceptor are the leader telling the student what your thoughts are for the patient contact, how the scene, the assessment, the treatment, and the transport should be approached and managed. The student is there to gain knowledge from you as the preceptor on how to handle the run and to ask question as to how, why, or what ifs. The student should never be told ok what do you want to do you are the leader. This does not help the student.

Capstone: they are to be the leader of that emergency, including making all the judgment calls including scene management, level of transport, mode of transport, treatment plan, management of the patient, and delivering the information to the family, staff, and other providers. In capstone you shouldn't have to step in, you should just be observing the student for evaluation of their performance. In the instance that you do need to stop the student before they make a mistake, stop the student and that run is considered a failed capstone run. This does not mean they fail capstone it just means that run does not count in their required 30 capstone runs.

Paramedic students **cannot** start CAPSTONE until all documents are returned, preceptor participates in a meeting with the program director and approval of their capstone request is granted by TRC Paramedic Program Director.

If you have any questions, please do not hesitate to email Tami Cunningham at tcunningham@trcc.edu or call 573-840-9672 ext. 8325 or 573-351-8912.

Thank you again for your assistance in the education of TRC paramedic students. We could- not do what we do without you!

Preceptor Agreement

I _____ am requesting to do my Paramedic Internship at _____.

I agree to perform patient care to the best of my ability, I will conduct myself in a professional, considerate, compassionate manner and be receptive of constructive feedback. I agree to be honest and accurate documentation, to be held accountable in my action or lack of action while in my paramedic internship. I agree to follow all Clinical Guidelines as outlined in the Three Rivers College EMS Program handbook, the policy and procedures of Three Rivers College, the policies and procedures used by ambulance service in which I am requesting to doing my field experience and capstone internship.

Printed Name: _____

Signature: _____ Date: _____

Preceptor

I attest that I meet all the requirements of Three Rivers College to precept the paramedic student named above. I _____, agree to serve as Paramedic Preceptor to give honest constructive feedback, honest assessment of the paramedic's skill and treatment of the patient. I agree to accurately document the student's time of internship under my direction. I agree to hold the paramedic student accountable for his/her actions or lack of action. If the above student demonstrates below average skills or knowledge, **does not** keep their scheduled shift, or if the student leaves early, I agree to call or email the program director immediately. I understand failure to do so will result in the removal of my preceptorship for Three Rivers College.

Signature: _____ Date: _____

Administrator/Chief Approval

I **approve/deny** (circle one) the above conditions and allow the above paramedic student from Three Rivers College to use our student preceptor and facility for their required EMS internship. If denied, please attach documentation of the reason for the denial.

I allow this student to do 24 hr. shifts while on unpaid Internship Rotations. **Yes/No**

Signature: _____

Title: _____

Service: _____

TRC Clinical Coordinator

I **approve/deny** this student to utilize this service and preceptor. If denied document the reason. (Circle one)

Signature: _____ Date: _____

TRC EMS Program Director

I **approve/deny** this student to utilize this service and preceptor. If denied document the reason. (Circle one)

Signature: _____ Date: _____

Copy sent to EMS Agency: Date: _____ Via: _____

Preceptor Information

Name: (please print): _____

Circle all that apply: EMT-P EMT RN MD DO Other: _____

Employer (s): _____

Work Phone: _____

Cell Phone: _____

Email Address: _____

Preferred method of contact: _____

Fill in all that apply: Circle the level and fill in expiration dates (Attach copies of cards)

Paramedic License Expiration: _____

BLS: Provider Instructor Expiration: _____

ACLS: Provider Instructor Expiration: _____

PHTLS: Provider Instructor Expiration: _____

PALS: Provider Instructor Expiration: _____

Platinum Planner Preceptor Training Yes, No Date: _____

Number of total years licensed in EMS: _____

Number of years licensed as a Paramedic: _____

Number of years working for current employer: _____

EMS employment with another service: (Name of other serve)

Signature: _____ Date: _____