

**CENTRAL NEW MEXICO COMMUNITY COLLEGE**  
**ASSESSMENT REPORT**  
*Due to SAAC by October 15*

**PART 1: CONTACT & PROGRAM IDENTIFICATION**

Report Year and Contact Information:			
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<b>Academic Year</b>	<b>Contact Person</b>	<b>Email</b>	<b>Phone Number</b>

Subject of this Assessment Report:		
<b>Program:</b> AEMT- EMS Program <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	<b>Gen Ed Area:</b> _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	<b>Discipline Area:</b> HWPS- EMS Program

**PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES**

Summary of Program Success in Achieving Desired Outcomes:
AEMT continually meets or exceeds thresholds. We did have a high attrition rate last year, however thresholds among those who passed .

Description and Evaluation of Recent Changes Made in Support of Student Learning:
AEMT is in high demand, our program continually enhances the curriculum and clinical experiences .

**PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES**

Learning Outcome(s)/Exit Competencies Assessed:	Classes/Cohorts Assessed:
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i> <b>1.</b> <b>Part A: Affective Domain</b> This course prepares the student to be able to: <ul style="list-style-type: none"> <li>• Be a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management,</li> </ul>	EMS 1890

<p>teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service. (Professionalism)  <b>Preparedness:</b> the student consistently arrived on time with required materials and was ready to learn.  <b>Professional appearance:</b> the student is dressed appropriately and is neat in appearance. No hygiene issues.  <b>Initiative:</b> student demonstrates interest in EMS through actions and interactions with evaluator.  <b>Conduct:</b> Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics.  <b>Careful Delivery of Service:</b> Student follows policies, procedures &amp; protocols. Uses appropriate safeguards in the performance of duties.</p>	
<p><b>Part B: Psychomotor Domain</b>  This course prepares the student to be able to:</p> <ul style="list-style-type: none"> <li>• Perform an Advanced EMT/EMT-Intermediate-level patient assessment. <ol style="list-style-type: none"> <li>a. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient. (Assessment)</li> <li>b. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology. (Assessment)</li> <li>c. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.( Assessment)</li> <li>d. Integrate and synthesize the multiple determinants of health and clinical care. (Assessment)</li> <li>e. Perform health screening and referrals. (Assessment)</li> </ol> </li> <li>• Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the Advanced EMT/ EMT-Intermediate level. (Psychomotor Skills)</li> </ul> <p>6. Student demonstrates proficiency in skills performed</p>	<p>EMS 1493</p>
<p><b>3.</b>  <b>Part C: Cognitive Domain</b>  This course prepares the student to be able to:</p> <ul style="list-style-type: none"> <li>• Perform Advanced EMT/EMT-Intermediate-level decision making in the content areas of: (a) preparatory, (b) airway/respiration/ventilation, (c) cardiology/resuscitation/ECG, (d) trauma, (e) medical/obstetrics/gynecology, and (f) EMS operations <ol style="list-style-type: none"> <li>a. Anticipate and prospectively intervene to improve patient outcome. (Decision Making)</li> <li>b. Perform basic and advanced interventions as part of a treatment plan intended to mitigate the emergency,</li> </ol> </li> </ul>	<p>EMS 1412</p>

provide symptom relief, and improve the overall health of the patient. (Decision Making) c. Evaluate the effectiveness of interventions and modifies treatment plan accordingly. (Decision Making) 7. <b>Knowledge:</b> the student can recall common terms, facts, principles and basic concepts in EMS. 8. <b>Problem Solving:</b> the student uses knowledge to solve a previously unencountered situation. 9. <b>Evaluation:</b> the student can judge the appropriateness of actions and can defend his/her decisions.	
<b>5. NM EMS Bureau Standard</b> ( National Written Exam ) - Percent of Grads Passing > 70% Direct, External	After graduation

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
EMS 1890 Student Evaluation Tool – Affective Portion (Direct, External)		X	X		Achieve a '3' in each category , scale of 0 to 4
Final Skills Testing Final Assessment	X		X		Achieve a 70% in final skills and scenario testing
Final Exam Grades Advanced EMT Theory	X		X		Achieve a 70% in AEMT Theory Final written exam
NREMT Exam Pass Rates		X		X	Pass psychomotor and written AEMT exam

Assessment Results/Findings:
<p><b>Outcome # 1</b></p> <p>The data collected indicated an 80.6 % overall grade on the professional behavior evaluation. 2 students received a '2' on their eval, and improved to a '3' on subsequent evals.</p> <p><b>Outcome #2</b></p> <p>92 % of students who attempted the final skills and final assessment (scenario ) testing completed it successfully. The overall average of those skills /scenario stations grades were 89 %. Threshold met.</p>

**Outcome # 3**

Of the students that took the final exam, 95 % passed the final exam. The overall average on the final written exam in EMS 1053 was an 80%. Threshold met

**Outcome #4**

Our NREMT pass rate is an 84% , this has increased by over 10 % since last assessment report . Threshold met.

**Analysis and Interpretation of Assessment Results/Findings:**

All outcomes measured met thresholds, we would like to increase our NREMT pass rate by 5% by next assessment cycle . Also, we did have a significant attrition in our summer term in one section; we have since enhanced our student awareness of additional resources, such as achievement coaches and scholarship opportunities. The attrition was due to drops, not academic failure.

**Action Plan in Support of Student Learning:**

We have since enhanced our student awareness of additional resources, such as achievement coaches and scholarship opportunities. The attrition was due to drops, not academic failure. We will incorporate our action plan regarding the addition of 20 items related to trauma, airway and operations for next assessment cycle.

**Recommendations, Proposals, and/or Funding Requests:****PART 4: EMBEDDED OUTCOMES****Critical Thinking and Life Skills/Teamwork Development within Programs:**

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
  - b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.
- a) Critical thinking is included in every written summative and formative exam at this level in the form of real-life scenario based questions, students also must demonstrate critical thinking skills in lab scenarios, when presented with a patient, they must assess the patient and formulate a treatment plan.
- b) Team work is imperative in our program. Students are placed in teams the first week of the program at every level of training and are each given a role and responsibility , where they are accountable to their team mates as well as the lead instructor .

**PART 5: ASSESSMENT CYCLE PLAN** (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
Fall 2013- spring 2014	<p>The program would like to create a more specific tool to properly flag those students who did not meet the target or threshold regarding professional behavior. We will set a specific number of times per class that this is assessed. We will also individually flag students who do not initially or terminally meet our threshold number.</p> <p>We will also more specifically assess our internal results on the following topic areas on AEMT final written exams : trauma, operations and airway management . We will do this with embedded assessment on our final written exams, we will place 20 questions on the above topic areas on the end of the final exam. We will ensure that each student has the same 20 questions, and will collect the data on those specific topic areas. We are doing this to more clearly be able to assess out overall program coverage of these topics and be more able to predict student success on</p>

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
<p><b>1. Part A: Affective Domain</b>            This course prepares the student to be able to:            Be a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service. (Professionalism)  <b>Preparedness:</b> the student consistently arrived on time with required materials and was ready to learn.  <b>Professional appearance:</b> the student is dressed appropriately and is neat in appearance. No hygiene issues.  <b>Initiative:</b> student demonstrates interest in EMS through actions and interactions with evaluator.  <b>Conduct:</b> Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics.  <b>Careful Delivery of Service:</b> Student follows policies, procedures &amp; protocols. Uses appropriate safeguards in the performance of duties.</p>	Fall 2013- Spring 2014	EMS 1493  EMS 1890	Professional Behavior Evaluation Rubric, Direct internal (1493)  Professional Behavior Evaluation Rubric, Direct External (1890)
<p><b>2. Part B: Psychomotor Domain</b>            This course prepares the student to be able to:            Perform an Advanced EMT/EMT-Intermediate-level patient assessment.            a. Perform a comprehensive history and physical examination to identify factors affecting the health and</p>	Fall 2013- Spring 2014	EMS 1493  EMS1890	Final Skills Testing (Direct, Internal) Successfully complete and pass 7 out of 11 skills testing stations Final Assessment Testing (Direct, Internal) Successfully complete and pass 7

<p>health needs of a patient. (Assessment)</p> <p>b. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology. (Assessment)</p> <p>c. Relate assessment findings to underlying pathological and physiological changes in the patient's condition. (Assessment)</p> <p>d. Integrate and synthesize the multiple determinants of health and clinical care. (Assessment)</p> <p>e. Perform health screening and referrals. (Assessment)</p> <p>Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the Advanced EMT/ EMT-Intermediate level. (Psychomotor Skills) Student demonstrates proficiency in skills performed.</p>			<p>out of 11 skills testing stations</p>
<p>3. <b>Part C: Cognitive Domain</b></p> <p>This course prepares the student to be able to:</p> <p>Perform Advanced EMT/EMT-Intermediate-level decision making in the content areas of: (a) preparatory, (b) airway/respiration/ventilation, (c) cardiology/resuscitation/ECG, (d) trauma, (e) medical/obstetrics/gynecology, and (f) EMS operations</p> <p>a. Anticipate and prospectively intervene to improve patient outcome. (Decision Making)</p> <p>b. Perform basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the overall health of the patient. (Decision Making)</p> <p>c. Evaluate the effectiveness of interventions and modifies treatment plan accordingly. (Decision Making)</p> <p><b>Knowledge:</b> the student can recall common terms, facts, principles and basic concepts in EMS.</p> <p><b>Problem Solving:</b> the student uses knowledge to solve a previously unencountered situation.</p> <p><b>Evaluation:</b> the student can judge the appropriateness of actions and can defend his/her decisions</p>	<p>Fall 2013- Spring 2014</p>		<p>The final 20 questions on the AEMT final written exam will reflect our areas of weakness on the National Registry Certification Exam which are trauma, operations and airway management. The questions will be validated and selected by faculty . (direct, internal )</p> <p>NATIONAL REGISTRY OF EMTS WRITTEN EXAM (Direct, External): 70% of students who successfully complete the course take the exam and pass with 70% or higher</p>
<p>4. <b>JOE Standards</b></p> <p>Final Skills and Assessment Testing (&gt;70%)</p> <p>Retention (&gt;70%)</p> <p>Indirect, internal</p>	<p>Fall 2013- Spring 2014</p>		<p>Final Skills Testing (direct , internal) JOE standard indirect, internal</p>

5.	<b>NM EMS Bureau Standard</b> National Written Exam - Percent of Grads Passing > 70% Direct, External	Fall 2013- Spring 2014		NREMT data from webpage to assess written and practical exam results as well as certification status (direct, external)
6.	<b>CNM Standard</b> Retention (>75%) Direct, Internal	Fall 2013- Spring 2014		Terminal competency forms to assess retention (indirect, internal)
7.	<b>EMS Program Standards</b> Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day) Course Final pass rate (>80% of students score 70% or better on written final exam) Direct, Internal	Fall 2013- Spring 2014		Terminal competency forms to assess retention (indirect, internal)
8.				
9.				
10.				