

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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Academic Year	Contact Person	Email	Phone Number

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

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
This program achieves the targets met and has continually improved their NREMT pass rates

Description and Evaluation of Recent Changes Made in Support of Student Learning:
NREMT required at all levels, this is the second cycle plan that has occurred in. We also have enhanced the affective assessment portion of our learning communities

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <small>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</small>	Classes/Cohorts Assessed:
Part A: Affective Domain This course prepares the student to be able to: • Be a role model of exemplary professional behavior including: but not limited to,	EMS 1093 EMS 1190

<p>integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, patient advocacy, and careful delivery of service. (Professionalism)</p> <p>Preparedness: the student consistently arrived on time with required materials and was ready to learn.</p> <p>Professional appearance: the student is dressed appropriately and is neat in appearance. No hygiene issues.</p> <p>Initiative: student demonstrates interest in EMS through actions and interactions with evaluator.</p> <p>Conduct: Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics.</p> <p>Careful Delivery of Service: Student follows policies, procedures & protocols. Uses appropriate safeguards in the performance of duties.</p>	
<p>Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform an EMT Basic level patient assessment. <ul style="list-style-type: none"> a. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient. (Assessment) b. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology. (Assessment) c. Relate assessment findings to underlying pathological and physiological changes in the patient’s condition. (Assessment) d. Integrate and synthesize the multiple determinants of health and clinical care. (Assessment) e. Perform health screening and referrals. (Assessment) • Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the Basic EMT level (Psychomotor Skills) 	EMS 1093
<p>Part C: Cognitive Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform Basic EMT/EMT-Basic 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 <ul style="list-style-type: none"> a. Anticipate and prospectively intervene to improve patient outcome. (Decision Making) 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) c. Evaluate the effectiveness of interventions and modifies treatment plan accordingly. (Decision Making) <p>7. Knowledge: the student can recall common terms, facts, principles and basic concepts</p>	EMS 1053

<p>in EMS. 8. Problem Solving: the student uses knowledge to solve a previously unencountered situation. 9. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	
<p>This has been turned over to the National Registry of EMTs) Data can be used for this outcome State Written Exam/National Written Exam - Percent of Grads Passing > 70%</p>	NREMT Data

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 1093 and EMS 1190 Professional Behavior Evaluation Rubric	X	X	X	X	Achieve a '3' or better on each item . Scoring is 0 to 4 .
Final skill testing results in EMS 1093	X		X		Ensure we have a 70% pass rate in EMS 1093
EMS 1053 Final Exam – written	X		X		Achieve a 80% pass rate on EMT Basic course final exam

Assessment Results/Findings:
<p>The data was compiled by reviewing the mean score of courses occurring between Fall 2013 and Spring 2014. This reviewed the performance of a total of 100 students. EMS 1053, EMS 1093, and EMS 1190 , for a total of four learning communities per term.</p> <p>Outcome #1: Of all student behavioral assessments included in this report, 11 students received, initially a '2' on their professional behavioral rubric. All students in that area improved after feedback given, and achieved a '3' in subsequent clinical rotations. The overall score achieved was an 86%. Threshold met.</p> <p>Outcome #2 Of all EMS 1053 students included in the date set, the average score on the final exam was 80.08%. 92.5 % pf students who took the final exam passed it. Threshold met.</p> <p>Outcome #3 Of all EMS 1093 students included in the data set, 91.7 % of students who attempted the final skills exam passed it. Threshold met .</p> <p>Outcome #4 NREMT pass rates : 81% overall pass rate on this external certification exam. This has increased by 10% from last year. Threshold met.</p>

Analysis and Interpretation of Assessment Results/Findings:

The program and administration have given much needed attention to this level of EMS training with a strong level coordinator and more adequate lab staffing for practical and skills practice and testing. I would like for our retention rate and NREMT exam pass rate to increase by a minimum of 5% by next assessment cycle.

Action Plan in Support of Student Learning:

A noted area of improvement regarding the NREMT exam is that it is expensive, meaning that many of those students who graduate the EMT Basic course with a certificate wait quite a long time to sit for the exam. The program director and faculty have made a strong effort to get these students to testing centers as soon as they finish their course work to take the exam. A scholarship fund has also been set up to assist students regarding payment for their certification exam and licensing fees.

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>Plan Description</p> <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. This is specifically to address OUTCOME #1. 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. We will also set a specific threshold for each category on the professional behavior evaluation.</p>

We also need to target our student performance on exams in the following subject areas: trauma, operations and airway management. We plan on using embedded assessment to track the performance data for these specific outcomes. This is specifically to address outcomes #4 and #5. We will likely replace outcomes #2 and #3 with this.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Professional Behavior Evaluation Rubric: Must achieve a minimum of a '3' on a scale of 0 to 4 on every category. Also, a student should be assessed in lab, clinical, internship at minimum 3 times during the course. If a student obtains a '3' or lower, it must be flagged in the grading and reported. The whole goal is for the student to show upward improvement.	Spring 2013 thru Spring 2014	EMS 1093, EMS 1190	Professional Behavior Evaluation, Direct Internal, and Direct external (clinical and internship)
2. Pass the EMT Basic Skills testing with a 70 % overall grade.	Spring 2013 thru Spring 2014	EMS 1093	Final Skills testing rubric and final grades in course direct internal
3. Achieve a 70 % on the final 20 questions on the EMT Basic Written Exam. These questions will be hand picked by the faculty, and questions will be ones that have been validated. The goal is to specifically assess target areas regarding Trauma, operations and airway management. The data will be collected specifically on these final 20 questions.	Spring 2013 thru Spring 2014	EMS 1053	Final exam questions 80 thru 100 on EMT Basic final exam. Direct, internal
4. JOE Standards Final Skills and Assessment Testing (>70%) Retention (>70%)	Spring 2013 thru Spring 2014	EMS 1053, EMS 1093, EMS 1190	Final course results for all three courses, as well as terminal competency forms for retention data
5. NM EMS Bureau Standard National Written Exam - Percent of Grads Passing > 70% NREMT exam data will be used to assess this. It is readily available at all times for reporting and can be broken into this time frame and even by student.	Spring 2013 thru Spring 2014	After completion of EMS 1053, 1093, 1190	NREMT web site data to assess pass rates for CNM EMT Basic Grads, direct, external
6. CNM Standard Retention (>75%) Assess this through terminal competency forms and census data.	Spring 2013 thru Spring 2014	After completion of EMS 1053, EMS 1093, EMS 1190	Terminal competency forms and census data, indirect internal

<p>7. EMS Program Standards Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day) Assessment Report Page 4 of 4 4/17/2012 Course Final pass rate (>80% of students score 70% or better on written final exam) Use terminal competency forms to collect this data</p>	<p>Spring 2013 thru Spring 2014</p>	<p>After completion of EMS 1053, EMS 1093 and EMS 1190</p>	<p>Terminal competency forms , indirect internal</p>
<p>8.</p>			
<p>9.</p>			
<p>10.</p>			