

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

| Report Year and Contact Information | | | |
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| 2017-2018 | Jessica Medrano | Jmiller72@cnm.edu | 50253 |
| Academic Year | Contact Person | CNM Email | CNM Office Extension |
| Subject of this Report | | | |
| HWPS--EMS_FR_CERT--EMS First Responder Certificate | | | |

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

| Program/Area Highlights and Successes |
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| (Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie .) |
| This is a very difficult program to have adequate numbers to assess. This program is not required for any higher level of EMS training and it does not lead to direct employment. The EMR/First responder course is now a requirement in the fitness program, however only in the spring term. We do have a better retention rate this year for our First Responder courses. Our NREMT pass rate at this level is not good. Most who take this course DO NOT want to obtain certification or licensure, they simply want the knowledge. We have small enrollment numbers in this program and high attrition. |
| Changes Implemented During the Past Year in Support of Student Learning |
| We are currently offering the first responder program in the Dual Credit settings , we have very low numbers to assess, but feel that the dual credit populations is a good population to provide this training to. |

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

| Assessment Method | Type of Assessment Tool | Population or Course(s) Assessed | Graduate Learning Outcome(s) Assessed | Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%") | Targeted % Achieving Mastery | Outcome |
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| <p>Outcome #2 EMS 1091 Final Skills Testing</p> | <p>Direct & Internal</p> | <p>Fall 2017- Summer 2018 EMS 1091 Students</p> | <p>Part B: Psychomotor Domain</p> <p>Perform a First responder level patient assessment.</p> <p>a. Perform a comprehensive history and physical examination to identify factors affecting the health and 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) • Safely and effectively, perform all psychomotor skills within the National EMS Scope of Practice Model and the New Mexico Scope of Practice at the First responder level. (Psychomotor Skills)</p> | <p>Pass final skills 70%</p> | <p>100%</p> | <p>Target met</p> |
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| <p>Outcome #3 EMS 1001 Final Exam</p> | <p>Direct & Internal</p> | <p>Fall 2017- Summer 2018 EMS 1001 studnets</p> | <p>Part C: Cognitive Domain</p> <p>Perform First responder level decision making in the content areas of: (a) preparatory, (b) airway/respiration/ventilation , (c) cardiology/resuscitation/ECG, (d) trauma, (e) medical/obstetrics/gynecolog y, 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>7. Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS.</p> <p>8. Problem Solving: the student uses knowledge to solve a previously encountered situation.</p> | <p>Pass with a 70%</p> | <p>100%</p> | <p>Target met</p> |
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| | | | 9. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions. | | | |
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| Summary of Assessment Findings |
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| Out of 16 students, 16 passed both outcomes |
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| Interpretation of Assessment Findings |
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| Strong group of dual credit students paired with experienced dual credit instructor |
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| Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.) |
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| We are currently offering an additional dual credit first responder class at CEC , hope that outcomes are similar for next reporting cycle We have created a dual credit course in partnership with Rio Rancho Public Schools and the Fire Science Program to train high school students for preparedness in a firefighter/EMT Career.. |
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Please select all of the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision
- Budgetary reallocation
- Curricular Revision
- Assessment methodology revision
- Change in teaching approach
- Faculty training/development
- Assignment revision
- Course content revision
- Process revision

| Recommendations, Proposals, and/or Funding Requests | Budget Needed |
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| We feel that dual credit offerings are a positive turn in this programmatic offering | Additional part time faculty to teach , currently hiring |

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR** -- **UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

| Years of Full Cycle | Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.) |
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| Fall 2018-Summer 2019 | Dual Credit students |

| Graduate Learning Outcomes to Be Assessed | Years in which Assessment Is Planned | Population/Courses to Be Assessed | Planned Assessment Approach |
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| Part A: Affective Domain -- 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) Preparedness: the student consistently arrived on time with required materials and was ready to learn. Professional appearance: the student is dressed appropriately and is neat in appearance. No hygiene issues. Initiative: student demonstrates interest in EMS through actions and interactions with evaluator. Conduct: Student interacts with other in a respectful and empathetic manner. Demonstrates respectability and professional ethics. Careful Delivery of Service: Student follows policies, procedures & protocols. Uses appropriate safeguards in the performance of duties | Fall 2018-Spring 2019 | EMS 1091 | Behavioral rubric lab- ENSURE THAT THIS IS ADDED TO LAB SCHEDULE |
| Part B: Psychomotor Domain -- Perform a First responder level patient assessment. 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 | Fall 2018-Spring 2019 | EMS 1091 | Final Skills testing |

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| 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 First responder level. (Psychomotor Skills) | | | |
| Part C: Cognitive Domain -- Perform First responder 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 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) 7. Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS. 8. Problem Solving: the student uses knowledge to solve a previously encountered situation. 9. Evaluation: the student can judge the | Fall 2018- Spring 2019 | EMS 1001 | Final Exam scores |
| NREMT Pass rate greater than 60% | Fall 2018-Spring 2019 | NREMT data | NREMT data |