

# 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			
<u>2017-2018</u> Academic Year	<u>Jessica Medrano</u> Contact Person	<u>Jmiller72@cnm.edu</u> CNM Email	<u>50253</u> CNM Office Extension
Subject of this Report			
HWPS--EMT_BAS_CERT--Emergency Medical Technician-Basic (EMT-B) Certificate			

## PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at <a href="https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx">https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx</a> (access restricted to CNM employees) and other reports at <a href="https://www.cnm.edu/depts/opie">https://www.cnm.edu/depts/opie</a> .)
The EMT Basic program in our entry level training that results in a certificate of Achievement. It is our largest program, with an offering of 6 learning communities at 24 students each per term. All EMT Basic students are required to perform in the clinical and field internship setting. National Registry Exam Pass Rate: has increased from 83% to 86%

Changes Implemented During the Past Year in Support of Student Learning
We have included simulation in this level of training We have also expanded our course offerings of EMT Basic learning communities. We have enhanced our use of CNM resources such as scholarships, achievement coaches, and distance learning resources. . We also have enhanced the affective assessment portion of our learning communities. We have added a pharmacology lab day, using “live” medications (candy and frosting) to ensure that students have experience administering medications. We have incorporated patient actors from our theater department for a more realistic lab experience. We also created an “ EMT Kit” that is a part of student fees that included high end medical supplies such as a stethoscope, blood pressure cuff, pen light, shears, etc. The students take great ownership of their material, which enhances the understanding of “readiness “regarding responding to emergency calls. We have also collaborated with the theater program to provide patient actors to our EMS students; this also enhances the student learning experience. We have changed an aspect of the psychomotor testing – specifically airway management testing.

**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
EMS 1190 Professional Behavior Evaluation rubric	Direct & Internal	EMS 1190 student enrolled in Fall, spring, summer term	<p><b>Part A: Affective Domain</b></p> <p>Be a role model of exemplary professional behavior:</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.</p> <p>Demonstrates respectability and professional ethics.</p> <p>Careful Delivery of Service: Student follows policies, procedures &amp; protocols. Uses appropriate safeguards in the performance</p>	<p>Achieve a '3 'or better on each item. Scoring is 0 to 4.</p> <p>80% of our students score a 27 out of 36 on behavioral rubric.</p>	96%	Target met

<p>Final skill testing results in EMS 1093</p>	<p>Direct &amp; Internal</p>	<p>EMS 1093 student data enrolled in spring, summer, fall</p>	<p><b>Part B: Psychomotor Domain</b></p> <p>Perform an EMT Basic 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 Basic EMT level (Psychomotor Skills)</p>	<p>Ensure we have a 70% pass rate in EMS 1093</p>	<p>94%</p>	<p>Target met</p>
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EMS 1053 Final Exam – written	Direct & Internal	EMS 1053 fall, spring summer	<p><b>Part C: Cognitive Domain</b></p> <p>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 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.</p>	Achieve an 80% pass rate on EMT Basic course final exam	91%	Target met
NREMT Data	Indirect & Internal	Graduates from 2017-2018	70 % overall student pass rate	70 % overall student pass rate	84%	Target met
EMS program assessment outcomes tool	Direct & Internal	Click or tap here to enter text.	70% retention in EMS Program EMS 1053, EMS 1093 and EMS 1190	70 % retention	82%	Target met

<p><b>Summary of Assessment Findings</b></p> <p>Outcome #1 – Of 140 students , 6 students received below a ‘3’ on behavioral assessment. 90% of students received a 27/36 on rubric.</p> <p>Outcome #2- of 126 students, 7 students failed practical skills testing. Students have 10 attempts to pass 6 skills stations. Total number of re-test opportunities offered: 134.</p>
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Outcome #3 – of 139 students , 12 failed final comprehensive written exam. Other data : Fisdap exam average score : 67%

Outcome #4- of 125 students that have taken the exam, 105 have passed . 84% NREMT pass rate

Outcome #5– of 140 students in the program 25 failed a portion of the program. 82% retention

**Interpretation of Assessment Findings**

Outcome #1- of students assessed. Many are not being graded harshly in clinical setting regarding professional behavior, however there are documented behavioral issues that occur in the EMS classroom setting.

Outcome #2- data shows students are being trained and prepared for final practical testing. Data also shows that students are offered ample re-test opportunities.

Outcome #3- Written final is where we lost most of our students

Outcome #4- strong NREMT pass rate, national average is in the 75<sup>th</sup> percentile.

Outcome #5- solid retention despite entry level program with difficult clinical compliance deadlines – faculty and staff do an excellent job !

**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.)

Would like to assess professional behavior in lab setting, also assess Fisdap exam data next cycle. Continue to revise our level of assessment both formative and summative in the classroom. Continue to use predictive exam data to review program performance. We also plan to launch one section of a hybrid EMT Basic course in 2018. We are currently working on interdisciplinary simulation to enhance the realism in our classrooms. We have sent lead EMS instructors to local and national training to enhance instruction in the classroom. We are working with the SUNPATH grant to create financial opportunities, as well as job interview skills to enhance our employment rate at the EMT Basic level.

**Please select all of the following that characterize the types of changes described in the above action plan:**

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

Recommendations, Proposals, and/or Funding Requests	Budget Needed
None	Click or tap here to enter text.

**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.)
Fall 2018 – Summer 2019	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 would also like to look at the grade weighting of the affective domain specifically in the classroom/lab setting. 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.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
<p>Part A: Affective Domain -- Be a role model of exemplary professional behavior: 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 &amp; protocols. Uses appropriate safeguards in the performance of duties.</p>	Fall 2018 – Summer 2019	EMS 1093 EMS 1190	Professional Behavior Evaluation, Direct Internal, and Direct external ( clinical and internship ) Add Lab professional behavior evals ( direct internal )Need to implement for next year 2018-2019 Need to add data collection language regrading professional behavior in lab.
<p>Part B: Psychomotor Domain -- Perform an EMT Basic 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 determinants of health and clinical care. (Assessment) e. Perform health screening and referrals. (Assessment) ☐ Safely and effectively perform all psychomotor skills within the</p>	Fall 2018 – Summer 2019	EMS 1093	Pass the practical exams with a 70% or better

National EMS Scope of Practice Model and the New Mexico Scope of Practice at the Basic EMT level (Psychomotor Skills)			
Part C: Cognitive Domain -- 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 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.	Fall 2018 – Summer 2019	EMS 1053	Pass the EMT Basic Final with a 70% or better ( direct, internal ) Need to also include Fisdap exam data and compare to NREMT pass rate 2018-2019
NREMT exam pass rate > 70%	Fall 2018 – Summer 2019	NREMT data	NREMT web site data to assess pass rates for CNM EMT Basic Grads
Joint Organization on EMS Education Standard Final Skills and Assessment Testing (>70%) Retention (>70%)	Fall 2018 – Summer 2019	EMS 1053, EMS 1093, EMS 1190	EMS 1053, EMS 1093, EMS 1190