

# 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_INT_CERT--EMS--Intermediate/Advanced EMT (AEMT) Certificate

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

Program/Area Highlights and Successes
<p>(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>.)</p> <p>AEMT graduates are highly sought after in rural and urban EMS settings, they possess additional invasive skills and knowledge to be able to provide care for in an EMS setting that may not have a paramedic. Despite that need, we have seen unusually low enrollment in the past year. Our NREMT pass rate has increased dramatically, with 95% pass rate. National Average is 71%. We have partnered with Bernalillo County Fire Department to offer a section of EMT Intermediate to CNM students as well as members of BCFD as a dual recruitment opportunity.</p>

  

Changes Implemented During the Past Year in Support of Student Learning
<p>AEMT curriculum has started to include high fidelity simulation as a part of the lab curriculum. This supports student learning to enhance the scenario /patient experience. We also incorporated a patient actor experience for AEMT students, as well as interdisciplinary training on such topics as scene safety, multi casualty incidents and triage of patients. We have also included more clinical sites. We now have access to a predictive exam specific to the AEMT level as well, to be able to pinpoint how a student will perform on the NREMT exam, and provide coaching.</p>

**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 1890 Student Evaluation Tool – Affective Portion (Direct, External)	Direct & External	EMS 1890 /EMS 1493 students FALL 2017 – Summer 2018	<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. Demonstrates respectability and professional ethics.</p> <p>Careful Delivery of Service: Student follows policies, procedures &amp; protocols. Uses appropriate safeguards in the performance of duties.</p>	Achieve a '3' in each category , scale of 0 to 4	92%	Target met

Final Skills Testing	Direct & Internal	EMS 1493 Students Fall 2017- Summer 2018	<p><b>Part B: Psychomotor Domain</b></p> <p>Perform an Advanced EMT/EMT-Intermediate-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 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>	Achieve a 70% in final skills and scenario testing	98%	Target met
----------------------	-------------------	--	--	--	-----	------------

Final Exam Grades Advanced EMT Theory	Direct & Internal	EMS 1412 Fall 2017- Spring 2018	<p><b>Part C: Cognitive Domain</b></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>Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS. Problem Solving: the student uses knowledge to solve a previously unencountered situation. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	Achieve a 70% in AEMT Theory Final written exam	95%	Target met
---------------------------------------	-------------------	---------------------------------------	---	---	-----	------------

NREMT Exam Pass Rates	Indirect & External	Graduates Fall 2017- Summer 2018	NREMT Pass Rate >70%	NREMT website for data	95%	Target met
-----------------------	---------------------	---	----------------------	---------------------------	-----	------------

Summary of Assessment Findings
<p>Outcome #1- of 48 students, all received over a '3 on all professional behavioral evals/rubrics.</p> <p>Outcome #2- of 40 students, 1 student failed practical skills testing</p> <p>Outcome #3- Out of 40 students, 2 students failed the written final exam</p> <p>Outcome #4- NREMT pass rates have gone up dramatically!</p>

Interpretation of Assessment Findings
<p>Outcome #1- of 48 clinical students and 40 lab students, 7 students received below a '3' on professional behavioral evals. There is value doing these in lab as well, great interpreter of those who may not successfully complete the program</p> <p>Outcome #2- Students are well prepared for final practical testing</p> <p>Outcome #3- students are well prepared for written exam</p> <p>Outcome #4- NREMT pass rates have increased!</p>

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.)
<p>Ensure that we are not allowing marginal students to pass in theory and lab. We must take a critical look at the student and if we are not at least 98% comfortable that the student can proceed and be successful on the NREMT exam, we should not pass them.</p> <p>Evaluate our written final as compared to the FSDAP predictive exam.</p> <p>Implementation of Simulation has seemed to help</p>

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Assessment criteria revision | <input checked="" type="checkbox"/> Assessment methodology revision | <input type="checkbox"/> Assignment revision     |
| <input type="checkbox"/> Budgetary reallocation                  | <input type="checkbox"/> Change in teaching approach                | <input type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision                     | <input type="checkbox"/> Faculty training/development               | <input type="checkbox"/> Process revision        |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
Click or tap here to enter text.	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-Spring 2019	Continue to assess FISDAP data and lab professional behavior scores in lab versus clinical

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 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 &amp; protocols. Uses appropriate safeguards in the performance of duties.</p>	<p>Fall 2018-Spring 2019</p>	<p>EMS 1493, EMS 1890</p>	<p>Professional Behavior Evaluation Rubric, Direct internal (1493) Professional Behavior Evaluation Rubric, Direct External (1890) FISDAP EXAM DATA</p>
<p>Part B: Psychomotor Domain -- Perform an Advanced EMT/EMT-Intermediate-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 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>Fall 2018-Spring 2019</p>	<p>EMS 1493</p>	<p>Final Skills Testing (Direct, Internal) Successfully complete and pass 7 out of 11 skills testing stations Final Assessment Testing (Direct, Internal)</p>

<p>Part C: Cognitive Domain -- 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) 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) Knowledge: the student can recall common terms, facts, principles and basic concepts in EMS. Problem Solving: the student uses knowledge to solve a previously unencountered situation. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	<p>Fall 2018-Spring 2019</p>	<p>EMS 1412</p>	<p>Final Exam Grades</p>
<p>JOE Standards Final Skills and Assessment Testing (&gt;70%) Retention (&gt;70%) Indirect, internal</p>	<p>Fall 2018-spring 2019</p>	<p>EMS 1412, EMS 1493, EMS 1890 assessment outcomes S</p>	<p>All courses for retention greater than 70%</p>
<p>All courses for retention greater than 70%</p>	<p>Fall 2017 thru Summer 2018</p>	<p>NREMT website for data</p>	<p>NREMT written exam results</p>