

# 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>Shanna Davis</u> Contact Person	<u>Sdavis67@cnm.edu</u> CNM Email	<u>50255</u> CNM Office Extension
Subject of this Report			
HWPS--PCT_CERT--Patient Care Technician 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>The overall Completer Success rate for the Program for FT 2017/2018 was at 100%. The retention rate is at 97.8%. The Completer Success rate has increased 1% since last year from 99% and the retention rate has increased .8% from 97%. The changes that we have made are focused on increasing our pass rates, retention and success in obtaining jobs after graduation.</p>
Changes Implemented During the Past Year in Support of Student Learning
<p>Have implemented instruction and practice in Phone Etiquette to support student learning in this form of communication prior to clinical rotation. Implemented hourly rounding practice to model workplace team communication. Have also implemented instruction and practice in AIDET patient communication technique which will be used in the clinical setting. Continue to assess preparedness scoring as well as time clocks to reinforce professional behaviors in the classroom and laboratory setting but have included more detailed description of behavior infractions to syllabus that may result in deduction in scoring to allow students a better understanding of professional vs. unprofessional behaviors prior to implementation of the preparedness tool and scoring. The changes have been made in support of student learning after feedback from advisory board requesting additional instruction and evaluation in these areas.</p>

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

<b>Assessment Method</b>	<b>Type of Assessment Tool</b>	<b>Population or Course(s) Assessed</b>	<b>Graduate Learning Outcome(s) Assessed</b>	<b>Mastery Level</b> (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	<b>Targeted % Achieving Mastery</b>	<b>Outcome</b>
Instructor evaluation of student communication skills – Communication HW Exercise	Direct & Internal	PCT 1020 Fall 2017, Spring 2018, Summer 2018 Cohort assessed	Communicate effectively using verbal, non-verbal, electronic and written techniques.	Students will pass Communication Skill Exercise with a minimum of 80%	90%	Target not met
Instructor evaluation of student understanding of written communication including the use of medical terminology and abbreviations – Final Exam	Direct & Internal	PCT 1020 Fall 2017, Spring 2018, Summer 2018 Cohort assessed	Communicate effectively using verbal, non-verbal, electronic and written techniques.	Students will pass Medical Terminology Final Exam at a minimum of 75%	90%	Target not met
Instructor evaluation of student skill competency – Lab Skill Final Exam	Direct & Internal	PCT 1092 Fall 2017, Spring 2018, Summer 2018 Cohort assessed	Performs Patient Care Technician skills and duties competently.	Students will pass Urinary Catheterization skills on lab final exam with a minimum of 80%	90%	Target not met
Instructor evaluation of student professional behavior skills – Clinical Behavioral Assessment Evaluation form	Direct & Internal	PCT 1092 Fall 2017, Spring 2018, Summer 2018 Cohort assessed	Demonstrate 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.	Students will pass Part A – Affective Domain portion of Behavioral Assessment Evaluation at a minimum of 85%	90%	Target not met

Instructor evaluation of student psychomotor skills – Clinical Behavioral Assessment Evaluation form.	Direct & Internal	PCT 1092 Fall 2017, Spring 2018, Summer 2018 Cohort assessed	Performs patient care technician skills and duties competently	Students will pass Part B – Psychomotor Domain on Behavioral Assessment Evaluation at a minimum of 83%	90%	Target met
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<b>Summary of Assessment Findings</b>	
1.	Communication Skill Check off – 84% of students passed skill with a minimum of 80%
2.	Medical Terminology Final Exam – 83% of students passed this exam with a minimum of 75%
3.	Lab Skill Final Exam – Urinary Catheterization Skill – 88% of students passed skill with a minimum of 80%
4.	Affective Domain Behavioral Assessment Evaluation – 79% of students passed skill with a minimum of 85%
5.	Psychomotor Domain Behavioral Assessment Evaluation – 100% of students passed skill with a minimum of 83%

<b>Interpretation of Assessment Findings</b>	
1.	Goal not met – Goal was 90% of students to pass skill at minimum of 75%. 84% of students passed with a minimum of 75%. This has decreased 10% from last cycle. Will discuss teaching strategies and work together with faculty to meet this goal.
2.	Goal not met – Goal was 90% of students to pass Medical Terminology Final Exam at minimum of 75%. 83% of students passed this exam with a minimum score of 75%. We have more work to do on this goal. Will discuss what has been successful and what has not been successful in helping students to achieve competence in Medical Terminology. Will also look at new technology to help students to achieve success in this area. We will continue to assess results.
3.	Goal not met – Goal was 90% of students to pass Urinary Catheterization skills of Lab Skill Final Exam at a minimum of 75%. 88% of students passed with a minimum of 75%. This has decreased 9% from last cycle. This goal has been met for last 3 cycles, will assess to see if anything has changed in instruction, evaluation, or lab practice time that could have contributed to lower scores.
4.	Goal not met- Goal was 90% of students to pass Affective Domain on Behavioral Assessment Evaluation at a minimum of 85%. 79% of students passed this skill with a minimum of 85%. This goal was increased to 85% this cycle. More work needs to be done to reach this goal. Faculty will meet and review areas of needed improvement within the Affective Domain Behaviors and discuss strategies to help students improve in these areas prior to clinical rotation.
5.	Goal met – Goal was 90% of students to pass Affective Domain on Behavioral Assessment Evaluation at a minimum of 83%. 100% of students passed Psychomotor Domain Behavioral Assessment with a minimum score of 83%

**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.)

Will continue to assess these areas and evaluate for improvement and/or see if trend continues with revisions and changes that have been made to support student learning. Will provide more class time for review and look at different teaching strategies to improve Medical Terminology Exam results. Faculty will attempt to early intervene and allow for more practice time during office hours for students that do not pass the Urinary Catheterization skill during check offs prior to final exam. Will introduce sterile technique in steps instead of entire skill all at once to allow students more time to comprehend theory behind the actual technique. Will move Urinary Catheterization to later in the term so students have time to acclimate to the course and master other skills as well as understand sterile technique prior to practicing the skill. Introduction of simulated activities in the classroom as well as the lab that focus on conduct, initiative, and careful delivery of service will be implemented to reinforce these behaviors prior to clinical experience. Implementation of this action plan will be to support learning in the areas of weakness that we have determined this cycle.

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Assessment criteria revision   | <input type="checkbox"/> Assessment methodology revision        | <input type="checkbox"/> Assignment revision     |
| <input type="checkbox"/> Budgetary reallocation         | <input checked="" type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input checked="" 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
2015-2019	(Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.) The changes that we have made are focused on increasing our pass rates, retention and success in obtaining jobs after graduation. We will focus specifically on improvement in areas that goals have not been met this cycle and reinforcement of professional behaviors.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Communicate effectively using verbal, non-verbal, electronic and written techniques	2015-2020	PCT 1020	90% of students will pass Communication Exercise with a minimum of 80% 90% of students will pass Medical Terminology final exam with a minimum of 75%

Performs patient care technician skills and duties competently	2015-2020	PCT 1092	90% of students will pass Urinary Catheterization skills on lab final exam with a minimum of 80%
Demonstrate 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.	2015-2020	PCT 1090	90% of students will pass Part A – Affective Domain portion of Behavioral Assessment Evaluation at a minimum of 85%
Performs patient care technician skills and duties competently	2015-2020	PCT 1090	90% of students will pass Part B – Psychomotor Domain on Behavioral Assessment Evaluation at a minimum of 83%