

ASSESSMENT REPORT
CENTRAL NEW MEXICO COMMUNITY COLLEGE

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Fall 2012 – Spring 2013
 (Assessment Period Covered)

June 1, 2013
 (Date Report Submitted)

See definitions for each category in Assessment Process document

Choose one:															
Gen Ed Area (see definitions)	_____	or	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Program</td> <td style="width: 40%; text-align: center;"><u>EMS First Responder</u></td> </tr> <tr> <td>AA/AS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>AAS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Certificate</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>AA/AS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>AAS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Program	<u>EMS First Responder</u>	AA/AS	<input type="checkbox"/>	AAS	<input type="checkbox"/>	Certificate	<input checked="" type="checkbox"/>	AA/AS	<input type="checkbox"/>	AAS	<input type="checkbox"/>
Program	<u>EMS First Responder</u>														
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Discipline Area (see definitions)	_____														
Outcome(s) assessed:															
1 thru 6															
Classes/Cohort Assessed:															
Fall 2012 – Spring 2013 (all sections)															
Measurement tool(s):															
<p>1. Part A: Affective Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • 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) <p>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.</p>															
<p>2. Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform a First responder 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 First responder level. (Psychomotor Skills)

3.

Part C: Cognitive Domain

This course prepares the student to be able to:

- 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)

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.

4.

JOE Standards

Final Skills and Assessment Testing (>70%)

Retention (>70%)

5.

CNM Standard

Retention (>75%)

6.

EMS Program Standards

Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day)

Course Final pass rate (>80% of students score 70% or better on written final exam)

Type of tool (for each tool listed above, indicate type of tool):

See above.

Achievement Target (if more than one measurement tool, list target for each tool separately):

#1 We do not have a tool for this cycle. We plan on agreeing on a rubric for next cycle.

#2. Pass the First responder course with a 70 % overall grade. (skills are embedded in this course, there is not a separate lab. This will changed Fall 2012)

#3 Achieve a 70 % on the First responder course final exam.

#4 JOE Standards

Final Skills and Assessment Testing (>70%)

Retention (>70%)

#5 CNM Standard

Retention (>75%)

#6 EMS Program Standards

Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day)

Course Final pass rate (>80% of students score 70% or better on written final exam)

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Outcome #1

We are currently not assessing affective domain consistently at the First responder level A rubric has been agreed upon to implement for the next assessment cycle.

Outcome #2

EMS 1003 First responder course

The data indicated that the average was an 87 percent overall grade in the course.

Outcome #3

EMS First Responder Final exam grade

Final exam average was 82.5%

Outcome #4

JOE Standards

Final Skills and Assessment Testing 87.2%

Retention 80%

National Registry Exam (NEW) This cycle the National Registry of EMTs required that the First Responder level of training take a written certification exam. Only 3/10 students have passed this exam in this cycle.(30% success) This is brand new for this level of training. Previously, all a student had to do was successfully complete a NM course, send in their course completion certificate, and the state awarded a license. The testing and licensure process is much more rigorous now. We expect exam scores to initially be low and steadily increase.

Outcome #5

CNM Standard

Retention 80%

Outcome #6

EMS Program Standards

Student success 84%

Course Final pass rate 74 %

Action Plan (close the loop): Due in September

JOE Standards

Final Skills and Assessment Testing (? %)

Retention (? %)

Action plan:

CNM Standard

Retention (? %)

Action plan:

EMS Program Standards

Student success (? %)

Course Final pass rate (? %)

Action plan:

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2012- Spring 2013
 (Report Period)
 Jessica [Medrano/jmiller72@cnm.edu](mailto:jmiller72@cnm.edu)/505 224-4000 ext 50253
 (Contact Person/email/phone)

September 1, 2013
 (Date Report Submitted)

Indicate **ONE** of the following **3** areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions) AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>	or	Program EMT First Responder Certificate <input checked="" type="checkbox"/> AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>
Or Discipline Area (see definitions) _____		

Data Results Period upon which this Action Plan is based (period which ended 6/30/xx):
 Fall 2012-Spring 2013

Action Plan (close the loop):
 To more properly assess Professional Behavior (outcome #1)
 To more readily predict our student success for the National Registry of EMT certification exam. (this is a new process for First Responders)

Achievement Target (if more than one measurement tool, list target for each tool separately):
~~#1 We do not have a tool for this cycle. We plan on agreeing on a rubric for next cycle.~~

We will now adopt the professional Behavior Evaluation rubric that is used for all other EMS levels. Students must obtain a '3' or higher on a scale of 0 to 4 .

#2. Pass the First responder lab course with a 70 % overall grade. ~~(skills are embedded in this course, there is not a separate lab. This will changed Fall 2012)~~

#3 Achieve a 70 % on the First responder course final written exam.

#4 JOE Standards

Final Skills and Assessment Testing (>70%)

Retention (>70%)

#5 CNM Standard

Retention (>75%)

#6 EMS Program Standards

Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day)

Course Final pass rate (>80% of students score 70% or better on written final exam)

#7 NM EMS Bureau Standard

National Written Exam >70% of grads passing

ASSESEMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

1 Plan Description

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 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.

To more readily predict our student success for the National Registry of EMT certification exam. (this is a new process for First Responders) we will now be able to collect more specific data regarding subject matter performance since FR has aligned with National Standard EMS curriculum, and also has been separated into lab and theory courses.

2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):

1	<p>1. Part A: Affective Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • 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) <p>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.</p>
2	<p>Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform a First responder level patient assessment. <ol 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 First responder level. (Psychomotor Skills) <p>3.</p>
3	<p>Part C: Cognitive Domain This course prepares the student to be able to:</p>

	<ul style="list-style-type: none"> • 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 <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>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>
4	<p>JOE Standards Final Skills and Assessment Testing (>70%) Retention (>70%)</p>
5	<p>CNM Standard Retention (>75%)</p>
6	<p>EMS Program Standards Student success (>70% C-pass rate of students who were enrolled in the class at census and remain on last day) Course Final pass rate (>80% of students score 70% or better on written final exam)</p>
7	<p>NM EMS Bureau Standard National Written Exam >70% of grads passing</p>
8	
9	
10	

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1	Spring 2013 thru Spring 2014	EMS 1091	Professional behavior evaluation rubric. Students must obtain a '3' or higher on a scale of 0 to 4. Students must be assessed at least 3 times during the term. The student must also be tagged on a grading sheet when they score below a '3'. They must show progress upward on following professional behavior evaluations.(direct, internal)
2	Spring 2013 thru Spring 2014	EMS 1091	Pass the assessment and skills testing in FR lab with a 70% or higher. (direct, internal)
3	Spring 2013 thru Spring 2014	EMS 1001	Pass the written final exam with a 70% or higher. (direct, internal)
4	Spring 2013 thru Spring 2014	EMS 1091	Terminal competency forms from EMS 1091 , will show results from EMS 1091. (Indirect, internal)
5	Spring 2013 thru Spring 2014	EMS 1001 and EMS 1091	Terminal competency form regarding retention numbers (indirect, internal)
6	Spring 2013 thru Spring 2014	EMS 1001 and EMS 1091	Terminal competency forms for EMS 1001 and EMS 1091 regarding retention and course/final pass rates (indirect, internal)
7	Spring 2013 thru Spring 2014	EMS 1001 and EMS 1091 after course completion	NREMT web site data collection regarding overall pass rates(direct, external)
8			
9			
10			