

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
Fall 2013-Spring 2014	Jessica Medrano	Jmiller72@cnm.edu	505 224-4000 ext 50253
Academic Year	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
Program: <u>AAS Paramedic</u> <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input checked="" type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: <u>HWPS - EMS</u>

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
<p>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 Paramedic-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 Paramedic level. (Psychomotor Skills)

6. Student demonstrates proficiency in skills performed.

3.Part C: Cognitive Domain

This course prepares the student to be able to:

- Perform Paramedic-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 unencountered situation.

9. **Evaluation:** the student can judge the appropriateness of actions and can defend his/her decisions.

The program has continually improved its ability to assess the 3 learning domains listed above via the courses/tools listed below.

Classes/Cohort Assessed:

Measurement tool(s):

Outcome #1(affective)

EMS 2390 Student Evaluation Tool – Affective Portion (Direct, External)

EMS 2393 Professional Behavior Assessment (Direct, Internal)

EMS 2490 Professional Behavior Assessment (Direct, External)

EMS 2590 Student Evaluation Tool – Affective Portion (Direct, External)

EMS 2593 Professional Behavior Assessment (Direct, Internal)

EMS 2690 Professional Behavior Assessment (Direct, External)

DATA ARC Survey – Behavioral/Affective Portion (Indirect, External)

Outcome #2(psychomotor)

EMS 2390 Student Evaluation Tool – Psychomotor Portion (Direct, External)

Complete all clinical requirements to achieve a 70 % in the course

EMS 2393 Final Assessment Testing (Direct, Internal)

EMS 2490 Phase I Final Evaluation (Direct, External)

EMS 2590 Student Evaluation Tool – Psychomotor Portion (Direct, External)

Complete all clinical requirements to achieve a 70 % in the course

EMS 2593 Final Assessment Testing (Direct, Internal)

EMS 2690 Phase II Final Evaluation (Direct, External)

EMS 2999 CAPSTONE final program competency testing (direct, internal)

NREMT Psychomotor Exam results

Outcome #3(Cognitive)

EMS 2103 Course Final - Preparatory (Direct, Internal)

EMS 2203 Course Final - Preparatory (Direct, Internal)

EMS 2207 Course Final - EMS Operations (Direct, Internal)

EMS 2213 Course Final - Medical (Direct, Internal)

EMS 2217 Course Final - Preparatory (Direct, Internal)

EMS 2223 Course Final - Trauma (Direct, Internal)

PHTLS Provider Final Exam (Direct, External)

EMS 2303 Course Final – Cardiology/Resuscitation/ECG (Direct, Internal)

BLS HCP Exam (Direct, External)

ACLS Provider Exam (Direct, External)

EMS 2307 Course Final – Airway/Respiration/Ventilation (Direct, Internal)

EMS 2313 Course Final – Medical (Direct, Internal)

EMS 2503 Course Final – OB/Peds (Direct, Internal)

PALS Provider Exam (Direct, External)

PEPP Provider Exam (Direct, External)

EMS 2507 Environmental Toxicology Course Final – Medical (Direct, Internal)

EMS 2507 Environmental Ops Course Final – EMS Ops (Direct, Internal)

EMS 2513 Course Final – Medical (Direct, Internal)

Mosby Reach Exam (Direct, External)

FISDAP Blue(Paramedic Readiness Exam 3) (Direct, External)

NREMT Certification Exam (Direct, External)

DATA ARC Survey – Cognitive/Knowledge Portion (Indirect, External)

Description and Evaluation of Recent Changes Made in Support of Student Learning:

We made necessary updates to the professional behavior grading rubric. as recommended by the Clinical education team. The changes did not involve more than more specific wording to grade students in a more descriptive manner.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	Classes/Cohorts Assessed:
<p>OUTCOME #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 safeguard</p>	<p>Fall 2013 – Spring 2014</p> <p>EMS 2390</p> <p>EMS 2393</p> <p>EMS 2490</p> <p>EMS 2590</p> <p>EMS 2593</p> <p>EMS 2690</p>
<p>OUTCOME #2 . Part B: Psychomotor Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform a Paramedic-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 Paramedic level. (Psychomotor Skills) <p>6. Student demonstrates proficiency in skills performed.</p>	<p>Fall 2013 – Spring 2014</p> <p>EMS 2291</p> <p>EMS 2393</p> <p>EMS 2593</p> <p>EMS 2999 CAPSTONE</p> <p>NREMT Psychomotor Exam results</p>

<p>OUTCOME #3</p> <p>.Part C: Cognitive Domain This course prepares the student to be able to:</p> <ul style="list-style-type: none"> • Perform Paramedic-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>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> <p>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 unencountered situation. 9. Evaluation: the student can judge the appropriateness of actions and can defend his/her decisions.</p>	<p>EMS 2223</p> <p>EMS 2207</p> <p>FISDAP Readiness Exam 3</p> <p>Want to assess specifically trauma emergencies and operations, as our students tend to score poorly in comparison in these areas on external direct exams.</p>

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i> EMS 2390 Student Evaluation Tool – Affective Portion		X	X		achieve 3 or higher on this evaluation Tool. Grading of 0 to 4.
EMS 2393 Professional Behavior Assessment	X		X		Achieve a 3 or higher on questions 1 thru 5. Grading of 0 to 4.

EMS 2490 Professional Behavior Assessment		X	X		achieve a 3 or higher on questions 1 thru 5. Grading of 0 to 4.
EMS 2590 Student Evaluation Tool-Affective Portion		X	X		achieve 3 or higher on this evaluation tool. Grading of 0 to 4.
EMS 2593 Professional Behavior Assessment	X		X		achieve a 3 or higher on questions 1 thru 5. Grading of 0 to 4.
EMS 2690 Professional Behavior Assessment		X	X		achieve a 3 or higher on questions 1 thru 5. Grading of 0 to 4
DATA ARC Survey – Behavioral/Affective Portion	X			X	Achieve a 3 or higher on Behavioral Skills portion of survey. Response rate must be higher than 50 percent response rate for data to be meaningful.
EMS 2291 Final Assessment Testing (Direct, Internal	X		X		Pass 6 testing stations , 3 skills and 3 scenarios, 9 attempts to pass
EMS 2393 Final Assessment Testing (Direct, Internal)	X		X		Pass final scenario and skills testing according to syllabus .Successfully complete and pass 8 out of 11 skills testing
EMS 2593 Final Assessment Testing (Direct, Internal)	X		X		Pass final scenario and skills testing according to syllabus. Pass 5 testing stations in a maximum of 9 attempts
EMS 2999 CAPSTONE final program competency testing (direct, internal)	X		X		Pass final scenario and skills testing according to syllabus
NREMT Psychomotor Exam results		X		X	Pass all required skills and scenario assessments at initial test site =11 stations total
EMS 2223	X		X		Pass EMS 2223 and PHTLS Exam
EMS 2207	X		X		Pass EMS 2207
FISDAP Readiness Exam 3		X		X	Specific results regarding trauma and operations



Assessment Results/Findings:

OUTCOME #1

In EMS 2390 and 2590, 7 students initially did not meet the threshold of '3' on their grading rubric in Summer 2014. The areas that they were given a 2 on were in the psychomotor and cognitive domain, and also improved those scored to a '3' in successive clinical rotations. 2 students in Fall 2013 DID NOT have the rubrics filled out, for which they received a zero for the assignment and received a grade deduction. When they were assessed in successive clinical rotations, they met the threshold of a '3' or higher.

In EMS 2490 and 2690 all students met thresholds

In EMS 2393 and 2593, the students are given professional behavior evaluations more frequently and by a larger pool of instructors. Of the cohorts analyzed, 8 students received a '2' at some point in their evaluation process for things like uniform violations, showing up on time, initiative, and conduct, specifically when receiving instructional feedback in the lab setting. This rubric has become an excellent tool to focus professional behavior feedback, and to give the student a written grade regarding what they need to improve on.

Regarding Data Arc Survey, all students received a '3' or higher except 1 student who received a '2' regarding maturity issues.

OUTCOME #2

In EMS 2291, 2393 and EMS 2593 in testing, throughout the entire year, 2 students failed final testing in EMS 2291. 4 students failed lab skills and scenario testing in EMS 2393. No students failed EMS 2593 testing. 4 students failed EMS 2999 final testing stations. ALL students who failed EMS 2999 were offered a remediation lab to work on their deficiencies in skills and scenario testing. 3 out of the 4 students passed a repeat EMS 2999 final competency course. All CNM graduates who took the NREMT psychomotor exam passed. 100% pass rate.

OUTCOME #3

Median score on final exam in Advanced Trauma Emergencies Theory was 82.7%

Median score on final exam Med Legal 81.4%

PHTLS Exam median score-80.7%

FISDAP Paramedic Readiness Exam :

Median Score 75% Trauma

Median Score 67% Operations



Analysis and Interpretation of Assessment Results/Findings:

Outcome #1

Overall, our program uses the professional behavior assessment rubric frequently and is diligent about providing students with formative and summative evaluations and grades regarding the affective domain. This tool works well to give both positive and constructive negative feedback to our students, which is imperative to our advisory committee. The students seem to receive the process well, as do our external evaluators in the clinical and pre-hospital setting. I do think we still have to work on how we better incorporate these grades in the overall grading for the above listed courses. We do also have our students perform this assessment in class on themselves and their classmates. The rubric itself is not graded; however they must turn in to receive credit for accomplishing the task.

Outcome #2

We do a good job of preparing our student for the NREMT Exam (National psychomotor and cognitive exam for certification and licensure). It seems that most students who are not grasping concepts tend to show their deficiency early on in the program.

Outcome#3

The outcomes are reasonable in trauma and operations courses, however the faculty and I feel that the curriculum is too PHTLS focused, and this is where our students tend to underperform on external exams. Our faculty has already determined that the curriculum needs to be re-focused and possibly host PHTLS as a separate course at the end of EMS 2223.

Action Plan in Support of Student Learning:

Outcome #1

Meet in our EMS curriculum team meetings to determine if our weighting of this domain has bears enough significance in our grading processes.

Outcome #2

We already have implemented a supplemental skills lab for student to have extra practice time in skills and scenario (psychomotor) aspects of their learning. We do success plans for students who we fell are struggling midway through their labs. We likely need to implement an “early alert” system to catch students who are not reaching lab goals as set forth by their course syllabi. The difficulty in this is that the beginning 2 to 3 weeks of each lab experience is used to test out already learned skills but also introduce many new skills as well. It may be difficult to find out those deficiencies early on. We also have implemented a “vertical lab”, so that those students that fo fail in the final CAPSTONE have an immediate opportunity to remediate on all skills and test out in a one on one CASPTONE after they have completed a plan for remediation.

Outcome #3

Meet in our curriculum team to re-work the EMS Advanced Trauma theory course.

Recommendations, Proposals, and/or Funding Requests:**PART 4: EMBEDDED OUTCOMES****Critical Thinking and Life Skills/Teamwork Development within Programs:**

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
- b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) This is embedded in our formative written exams, as well as in scenario based learning.

b) This is an imperative part of our training. All students are evaluated as a team member, team leader and skill provider. This is seen in our assessments in labs.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2013-2014	Assess all outcomes. Assess all graded affective evaluations (outcome #1). Assess congruency between (psychomotor, outcome #2)Lab Final Skills Testing and performance in CAPSTONE. Assess trauma and operations outcomes specifically in the cognitive domain(outcome #3) , as this tends to be where our EMS students underperform on national examinations.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
<p>1. Part A: Affective Domain</p> <p>1. This course prepares the student to be able to: 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.</p>	Fall 2013 thru Spring 2014	EMS 2390, 2393, 2490, 2590, 2593, 2690	<p>EMS 2390 Student Evaluation Tool – Affective Portion</p> <p>EMS 2393 Professional Behavior Assessment</p> <p>EMS 2490 Professional Behavior Assessment</p> <p>EMS 2590 Student Evaluation Tool-Affective Portion</p> <p>EMS 2593 Professional Behavior Assessment</p> <p>EMS 2690 Professional Behavior Assessment</p> <p>DATA ARC Survey – Behavioral/Affective Portion</p>
<p>2. Part B: Psychomotor Domain</p> <p>2. This course prepares the student to be able to: Perform a Paramedic-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.</p>	Fall 2013 thru Spring 2014	EMS 2291, EMS 2393, EMS 2593, EMS 2999, NREMT Psychomotor Exam results	<p>EMS 2291 Final Assessment Testing (Direct, Internal)</p> <p>EMS 2393 Final Assessment Testing (Direct, Internal)</p> <p>EMS 2593 Final Assessment Testing (Direct, Internal)</p>

<p>(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 Paramedic level. (Psychomotor Skills) Student demonstrates proficiency in skills performed.</p>			<p>EMS 2999 CAPSTONE final program competency testing (direct, internal) NREMT Psychomotor Exam results</p>
<p>3. Part C: Cognitive Domain This course prepares the student to be able to: Perform Paramedic-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.</p>	<p>Fall 2013 thru Spring 2014</p>	<p>EMS 2223, EMS 2207</p>	<p>EMS 2223- exam results EMS 2207 – exam results FISDAP Readiness Exam 3 – exam results</p>
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