

# 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--EMS_AAS--EMS--Paramedic Degree

## 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> .)
In 2015, The paramedic associates degree had to be completely re-worked in order to align with National Registry of Emergency Medical Technicians Paramedic Psychomotor Competency Portfolio. This required an out of cycle curricular change, and we successfully were approved by CCC, our advisory committee, and our Medical Director. We have also added a scenario entrance exam to assist with decreasing our attrition by selecting well prepared candidates. We still struggle with the affective domain in our classroom settings. Our paramedic graduates have a 100% NREMT certification pass rate and nearly a 100% job placement rate.

  

Changes Implemented During the Past Year in Support of Student Learning
Changed our entry process to include a graded scenario. Changed our term by term to accommodate national changes, and with the goal of increasing retention in the paramedic program. We increased visibility throughout the state and at CNM regarding entrance into the paramedic program. In this cycle, we have focused on assessment of the affective domain learning outcome.

**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
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<p>EMS 2390 Student Evaluation Tool – Affective Portion</p>	<p>Indirect &amp; External</p>	<p>Fall 2017 – Summer 2018</p>	<p>Part A: Affective Domain This coursework 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)</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</p>	<p>Goal: achieve 3 or higher on this evaluation Note if a student achieves a '2' in any category. Score on a 1-4 scale</p> <p>Students score a 27 out of 36 per clinical rotation</p>	<p>100%</p>	<p>Target met</p>
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			appropriate safeguards in the performance of duties			
EMS 2590- Student Evaluation Tool – Affective Portion	Direct & External	Fall 2017 – Summer 2018		Goal : achieve 3 or higher on this evaluation Note if a student achieves a '2' in any category. Score on a 1-4 scale  Students score a 27 out of 36 per clinical rotation	100%	Target met
EMS2790 - Student Evaluation Tool – Affective Portion	Direct & External	Fall 2017 – Summer 2018		Goal : achieve 3 or higher on this evaluation Note if a student achieves a '2' in any category. Score on a 1-4 scale  Students score a 27 out of 36 per clinical rotation	94%	Target met
EMS 2393 Final Assessment Testing (Direct, Internal)				Goal: Achieve 3 or higher on this evaluation , if a student achieved a 2 in any category , score 1 – 4 scale  Students score a 27 out of 36 on professional eval	89%	Target met

FISDAP Entrance Exam	Indirect & External	Fall 2017 – Summer 2018		Assess each of the following categories for a high level of : Agreeableness Conscientiousness Neuroticism	N/A	N/A
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**Summary of Assessment Findings**

Upon multiple ways to assess the affective domain, the clinical and field evaluations seems to have higher scores that the peer evaluations from the students in the paramedic lab setting. We also found that students who scored low in professional behavior peer evaluations often failed academically in the program at some point. The students who were high on neuroticism on the FISDAP exam did not perform well in paramedic school.

**Interpretation of Assessment Findings**

See above

**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.)

Continue to assess the affective domain and how it correlates to the academic performance of paramedic students

*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 checked="" 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
Perhaps administer tools to patients we encounter to assess professional behaviors, also we have hired patient actors who will have assessment tools to give feedback to students.	

**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.)
2017-2022	

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach