

## Valencia Campus Program Review Checklist

**Name of Program: EMS**

**Name of Contact Person: Rita Gallegos Logan**

### **Review Categories to be Addressed:**

I.	Description of Program's Mission	<input checked="" type="checkbox"/>
II.	Description of the Program's Goals	<input checked="" type="checkbox"/>
III.	Changes in trends in enrollment (over the last two years)x	<input checked="" type="checkbox"/>
IV.	Program Assessment	<input checked="" type="checkbox"/>
V.	Program Funding and Facilities-Budget Report	<input checked="" type="checkbox"/>
VI.	Articulation with Main Campus (if appropriate)	<input checked="" type="checkbox"/>
VII.	Summary: Program's Strengths, Weaknesses and Vision for the Future	<input checked="" type="checkbox"/>

# Valencia Campus Program Review Worksheet

Please compile a dossier of information for the Curriculum Committee's review of your program. Your dossier should follow the outline provided below. In each of the following areas, there are suggestions to help you get started. Please feel free to add information that you believe pertains to each category and that may ensure your program obtains the review you hope for.

## **I. Description of the Program's Mission**

Community Education offers residents of the college service area a wide variety of high-quality programs through collaborative efforts with local entities. We serve students of all ages, providing a quality education for a lifetime of success. Our programs benefit students from the entire Valencia Campus service area, including Socorro County and southwestern Torrance County. We work closely with the Workforce Connection of Central New Mexico and involve local employers through industry councils so that when students leave our program, they will be connected with employers. In EMS, they can find jobs in fire services, EMS service in the municipalities, ambulance service, as well as other providers of pre-hospital healthcare.

## **II. Description of the Program's Goals**

The emergency medical services program provides students with quality instruction to facilitate mastery of the knowledge, skills and behaviors necessary to continue their studies with an end to completing a bachelor's degree in emergency medical services paramedic program. Course syllabi describe the learning objectives that contribute to the program learning goals and explain how students' learning is evaluated. Upon successful completion of the required courses for the emergency medical services program, our students will demonstrate that they have developed the ability to:

1. Recognize medical and traumatic emergencies and to intervene and stabilize patients while in transport to an advanced care facility.
2. Pre-hospital field techniques, including airway management and patient assessment and administration of intravenous fluids.
3. Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.

### III. Description of Program's Assessment

Associate of Science in Emergency Medical Services Evaluative Rubric for Annual Progress Reports on Assessment of Student Learning				
Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Degree program student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	2 Correct d, e, & f These need verbs.
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	? For SLO's a-c, elaborate on what is meant by "skills demonstration"
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3

Associate of Science in Emergency Medical Services Evaluative Rubric for Annual Progress Reports on Assessment of Student Learning				
Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Participants (students or alumni involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	? Clarify what section of EMS means. Tell the courses in the program that were actually assess. Did you mean sample is all students enrolled in the program?
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3
<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	? Describe how this relates to the specific program SLO's. For

CARC Program Review Associate of Science in Emergency Medical Services - Word				
				example: attach exams & syllabi to illustrate how each specific SLO was measured.
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	1 Please describe the meeting or whatever occurs to show how the faculty members are presented with the data & what they do about it.
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2008-09), including any significant changes to degree program SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	? Actions need to be determined by specific data for each SLO.

#### IV. Changes in Trends in Enrollment (Over the last 5 years)

- 2010-2011 --- 133 students with a 90% completion and licensure rate
- 2011-2012—111 students with a 80% completion and licensure rate
- 2012-2013 – 110 students with a 80% completion and licensure rate
- 2013-2014 – 79 students with a 30% completion and Licensure rate
- 2014-2015 79 students with a 70% completion and Licensure rate

The completion rate from 2012-2013 to 2013-2014 dropped due to the changes in the curriculum and requirements for completion. In the 2014-2015 academic year we implemented mandatory orientations for students and I-BEST (Integrated Basic Education and Skills Training) in order to increase completion and success rates of the students.

The majority of students enrolling in the EMS program are nontraditional students looking to advance in their careers within the Fire/EMS field. In the past two years there are more traditional students taking the EMS courses and are working towards a Bachelor of Science in EMS.

#### V. Program Funding and Facilities-Budget Report

- How many courses in the program are core courses (6) how many courses would be offered even if the program were not in existence (6) EMS 120 will start being offered on-line in spring 2016. EMS 106 is scheduled on an as needed bases for the local Fire/EMS service.

#### VI. Articulation with Main Campus

- All EMS classes at UNM-Valencia are aligned with program requirements on UNM Main Campus Emergency Medical Services Academy (EMSA). UNM-Valencia

currently offers short-term certificates in EMT-Basic and EMT-Intermediate that are not offered through EMSA, as well as an Associate of Science in EMS.

2014-2016

### Associate of Science in Emergency Medicine Degree Requirements

The following are the course requirements for completion of an Associate of Science in Emergency Medicine degree. Students should see an advisor to customize their educational plans.

#### Area Semester Grade Credits

##### Writing and Speaking: (12 Credits)

ENGL 110 or 112 or 113 \_\_\_\_\_ 3

ENGL 120 \_\_\_\_\_ 3

ENGL 219 \_\_\_\_\_ 3

CJ 130 \_\_\_\_\_ 3

##### Math: (6 credits)

MATH 121 \_\_\_\_\_ 3

STAT 145 \_\_\_\_\_ 3

##### Physical and Natural Sciences: (16 Credits)

BIOL 123/124L \_\_\_\_\_ 4

BIOL 237/247L \_\_\_\_\_ 4

BIOL 238/248L \_\_\_\_\_ 4

CHEM 111L \_\_\_\_\_ 4

##### Social and Behavioral Sciences: (6 credits)

\_\_\_\_\_ 3

\_\_\_\_\_ 3

Select two courses from the UNM Core Curriculum in Social and Behavioral.

##### Humanities: (6 credits)

\_\_\_\_\_ 3

\_\_\_\_\_ 3

Select two courses from the UNM Core Curriculum in Humanities.

##### Fine Arts: (3 credits)

\_\_\_\_\_ 3

Select one course from the UNM Core Curriculum in Fine Arts.

##### Foreign Language: (3 credits)

\_\_\_\_\_ 3

Select one course from the UNM Core Curriculum in Foreign Language.

##### Emergency Medicine Core Requirements: (21 Credits)

EMS 113 \_\_\_\_\_ 8

EMS 120 or EMS 110 \_\_\_\_\_ 3

EMS 142 \_\_\_\_\_ 2

EMS 143 \_\_\_\_\_ 1

EMS 151 \_\_\_\_\_ 2

EMS 180 \_\_\_\_\_ 5

##### Total Required: (73 credits)

Students transferring to UNM-Main and other 4-year institutions should be aware that core curriculum requirements are not necessarily met upon the completion of this degree.

## VII. Summary

- a. In this section, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. What is your vision of the future for this program?

**Strengths:** The EMS program at UNM-Valencia has acquired state-of-the-art simulation equipment through Carl Perkins Funding. The new SUN-PATH grant awarded in 2014 will run through 2018 and will provide further support through equipment, materials and supplies, staffing and professional development. In

addition, the I-BEST (Integrated Basic Education and Skills Training) remediation model is being provided to students in the EMT-Basic to help them improve their basic reading, writing and math skills.

**Weaknesses:** In 2013, the state of New Mexico converted the EMS curriculum to align with the National Registry, thereby affording students national certification. While this will prove to be a strength in the future, students and faculty have struggled with the changes, and completion rates have gone down. Adjustments are ongoing with EMSA to improve the program delivery through both online and skills training.

## Valencia Campus Program Review Rubric

**Program:**

**Sample Rubric Used by Committee**

**Contact Person(s):**

**Do not fill out**

### **I. Description of the Program's Mission**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **II. Description of the Program's Goals**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **III. Description of Program's Assessment**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **IV. Changes in Trends in Enrollment (over the last 5 years)**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **V. Program Funding and Facilities-Budget Report**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **VI. Articulation with Main Campus**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required \_\_\_\_\_C\_\_

### **VII. Summary**

- A. Does Not Meet Expectations
- B. Meets Expectations, But Section Needs Revision
- C. Meets Expectations, No Revisions Required

\_\_\_C\_\_

**Overall Comments:** This program is in good shape overall, but will see a revision of curriculum next year to better align with the Academy and other EMS programs at the branches.

2015-2016 update: The curriculum changes have been put into the Curriculum Workflow at main campus as of April, 2016.