Institutional Self-Assessment
Strategies of High-Performing EMT-Basic Educational Programs

Program Name: ___________________________ Date: ___________________________


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<td>The program does not perform this strategy.</td>
<td>The program inconsistently performs this strategy.</td>
<td>The program consistently performs this strategy.</td>
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1. **Administer multiple assessments of student progress throughout the class.**
   [Students engage in repetitive, deliberate skills practice and receive feedback about performance]

2. **Establish a passing standard for psychomotor and critical thinking skills that is above the minimum competency level.**
   [EMT-Basic simulations are scored and the scoring rubric is higher than the NREMT standard]

3. **Instructors receive training on facilitating simulations and debriefings.**
   [Initial and continuing education on simulation best practices]

4. **Assure instructional consistency when preparing students for the NREMT-B exam.**
   [Clearly defined objectives exist for each skill. Support materials exist for instructors and students]

5. **Provide immediate feedback for written, practical evaluations to students.**
   [Students receive feedback after every skills practice session]

Calculating these responses can help with understanding your likelihood of sustaining a high-performing EMT-B Education Program that produces acceptable first time pass rates of the NREMT-B Exam.

Cost and consequence for no change:

Benefit and consequence for change: