# Triton College
## Assessment Planning and Reporting Tool
### ACADEMIC PROGRAMS

**Academic Program:** Emergency Medical Technology  
**Assessment Lead Person:** William Justiz

**Assessment Plan #** 1  
**Academic Year:** 2012-2013  
**Completion Status:** Complete / updated on: ______________

### Criteria:
- Mission & Integrity
- Engagement and Service
- Acquisition, Discovery, & Application of Knowledge
- Preparing for the Future
- Student Learning and Effective Teaching
- Student Learning
- General Education Learning Outcomes
- Program Specific Learning Outcomes
- Effective Teaching

### Assessment Domain (within the selected criterion/criteria):
- Student learning
- General education learning outcomes

### Goal and Objective:
Monitor average student performance on module exams, for EMS 131 "C444A" (Capstone course)

### Assessment Tool:
Average student grade in the 7 modules that the students are required to learn & take examination in

### Participants:
Students enrolled in EMS 131 "C444A" (Capstone course)

### Benchmark(s):
Overall 75% average in each respective module

### Results:

<table>
<thead>
<tr>
<th>Module</th>
<th>Fall-001</th>
<th>Fall-002</th>
<th>Fall-003</th>
<th>Fall-004</th>
<th>Spring-001</th>
<th>Spring-002</th>
<th>Spring-003</th>
<th>Spring-004</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>76</td>
<td>79</td>
<td>76</td>
<td>77</td>
<td>75</td>
<td>78</td>
<td>71</td>
<td>81</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Module 2</td>
<td>71</td>
<td>71</td>
<td>77</td>
<td>74</td>
<td>82</td>
<td>89</td>
<td>78</td>
<td>78</td>
<td>73%</td>
<td>82%</td>
</tr>
<tr>
<td>Module 3</td>
<td>79</td>
<td>84</td>
<td>80</td>
<td>75</td>
<td>78</td>
<td>77</td>
<td>70</td>
<td>78</td>
<td>80%</td>
<td>76%</td>
</tr>
<tr>
<td>Module 4</td>
<td>74</td>
<td>73</td>
<td>70</td>
<td>69</td>
<td>78</td>
<td>75</td>
<td>62</td>
<td>73</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Module 5</td>
<td>74</td>
<td>75</td>
<td>75</td>
<td>69</td>
<td>73</td>
<td>71</td>
<td>66</td>
<td>74</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>Module 6</td>
<td>81</td>
<td>97</td>
<td>91</td>
<td>91</td>
<td>79</td>
<td>76</td>
<td>74</td>
<td>75</td>
<td>90%</td>
<td>76%</td>
</tr>
<tr>
<td>Module 7</td>
<td>76</td>
<td>81</td>
<td>79</td>
<td>82</td>
<td>87</td>
<td>78</td>
<td>84</td>
<td>86</td>
<td>80%</td>
<td>84%</td>
</tr>
</tbody>
</table>

*New tests & curriculum were implemented for the spring 2013 semester*

### Plan of Action:
1. Evaluate and correct any deficiencies noted with all the module exams
2. Ensure adequacy of lecture material and test content
Academic Program: Emergency Medical Technology  
Assessment Lead Person: William Justiz  
Assessment Plan #: 2  
Academic Year: 2012-2013  
Completion Status: Complete / updated on: 

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Assessment Domain (within the selected criterion/criteria):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission &amp; Integrity</td>
<td>Student Learning</td>
</tr>
<tr>
<td>Engagement and Service</td>
<td>General Education Learning Outcomes</td>
</tr>
<tr>
<td>Acquisition, Discovery, &amp; Application of Knowledge</td>
<td>Program Specific Learning Outcomes</td>
</tr>
<tr>
<td>Preparing for the Future</td>
<td>Effective Teaching</td>
</tr>
</tbody>
</table>

Goal and Objective:  
Student retention  

Assessment Tool:  
Student enrollment at several stages of the EMS 131 “C444A” (Capstone course)  

Participants:  
Students enrolled in EMS 131 “C444A” (Capstone course)  

Benchmark(s):  
Compare and look for enrollment trends  

Results:  

<table>
<thead>
<tr>
<th></th>
<th>FALL-001</th>
<th>FALL-002</th>
<th>FALL-003</th>
<th>FALL-004</th>
<th>SPRING-001</th>
<th>SPRING-002</th>
<th>SPRING-003</th>
<th>SPRING-004</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students initially enrolled</td>
<td>23</td>
<td>18</td>
<td>21</td>
<td>16</td>
<td>22</td>
<td>19</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td># of students enrolled after the fifth day of class</td>
<td>21</td>
<td>15</td>
<td>19</td>
<td>14</td>
<td>20</td>
<td>17</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td># of students that passed with a passing grade</td>
<td>17</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td># of students eligible to take the licensure exam</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Percentage of students enrolled from the fifth class day eligible to take the licensure exam:  
FALL: 43%  
SPRING: 50%  

Percentage of students enrolled from the fifth class day eligible to take the licensure exam:  
FALL: 48%  
SPRING: 40%  

***A new curriculum was implemented for the spring 2013 semester.***  

Plan of Action:  
1. Continue further analysis of enrollment trends  
2. Look for possible contributing factors for the higher dropout, through student surveys  
3. Ensure adequacy of material being taught to the students  
4. Evaluation of instructors by students, through student evaluations
**Criteria:**

<table>
<thead>
<tr>
<th>Mission &amp; Integrity</th>
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<tr>
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<td>Program Specific Learning Outcomes</td>
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<td></td>
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</tr>
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</table>

**Assessment Domain (within the selected criterion/criteria):**
- Student Learning
- General Education Learning Outcomes

**Goal and Objective:**
Monitor student pass rate on licensure examinations, for EMS 131 "C444A" (Capstone course)

**Assessment Tool:**
Student pass rate on Licensure exam for EMS 131 "C444A" (Capstone course)

**Participants:**
Students that were eligible and took the licensure exam for EMS 131 "C444A" (Capstone course)

**Benchmark(s):**
80% initial pass rate

**Results:**

<table>
<thead>
<tr>
<th></th>
<th>FALL-001</th>
<th>FALL-002</th>
<th>FALL-003</th>
<th>FALL-004</th>
<th>SPRING-001</th>
<th>SPRING-002</th>
<th>SPRING-003</th>
<th>SPRING-004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initial pass rate</td>
<td>89%</td>
<td>89%</td>
<td>100%</td>
<td>80%</td>
<td>71%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall student pass rate</td>
<td>89%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initial pass rate</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Overall student pass rate</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>

2013 Overall pass rate for the State of Illinois

**Plan of Action:**
1. Ensure adequacy of lecture material, through student survey’s
2. Evaluate all testing material for adequacy
3. Follow possible trends other institutions currently utilizing
4. Attending workshops to help foster ideas and teaching concepts
**Academic Program:** Emergency Medical Technology  
**Assessment Lead Person:** William Justiz

**Assessment Plan #** 4  
**Academic Year:** 2012-2013  
**Completion Status:** Complete / updated on: ________________

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**Criteria:**

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<td></td>
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</tr>
</tbody>
</table>

**Assessment Domain (within the selected criterion/criteria):**

Effective teaching

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**Goal and Objective:**

Monitor student evaluations

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**Assessment Tool:**

Student evaluations that are completed at the end of the class

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**Participants:**

Students enrolled in EMS 131 “C444A” (Capstone course)

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**Benchmark(s):**

An acceptable rating in these areas would be an 80% or greater

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**Results:**

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<tr>
<th>FALL-001</th>
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<th>FALL-004</th>
<th>SPRING-001</th>
<th>SPRING-002</th>
<th>SPRING-003</th>
<th>SPRING-004</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>2</td>
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<td>100</td>
<td>100</td>
<td>75</td>
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</tr>
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<td>3</td>
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<td>5</td>
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<td>100</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>100</td>
<td>94</td>
</tr>
</tbody>
</table>

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1. The instructor  
2. The classroom  
3. Lab equipment  
4. All educational material used during the class, excluding lab equipment  
5. Treats the student with respect  
6. Offers to give special help to students when needed  
7. Uses tests as a learning process  
8. Insures that all students know the assigned topic

**Plan of action:** Ensure instructors use tests as a learning process
**Triton College**
**Assessment Planning and Reporting Tool**
**ACADEMIC PROGRAMS**

| Academic Program: | Emergency Medical Technology | Assessment Lead Person: | William Justiz |
| Assessment Plan # | 5 | Academic Year: | 2012-2013 |
| Completion Status: | Complete | updated on: | ________________ |

### Criteria:
- Mission & Integrity
- Engagement and Service
- Acquisition, Discovery, & Application of Knowledge
- Preparing for the Future

### Goal and Objective:
To provide a clear mission statement to lead the program faculty and student

### Assessment Tool:
Program Mission Statement

### Participants:
Program Coordinator, Faculty, & Students

### Benchmark(s):
Acceptance of the current mission statement by survey of faculty and random students

### Results:
All surveys were in acceptance that the current mission statement is good and needing no change

### Plan of Action:
No action required at this time.