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

Academic Year: 2013-2014  
Completion Status: Incomplete / updated on: ______________

Assessment Plan #1
1. Evaluate and correct any deficiencies noted with all the module exams
2. Ensure adequacy of lecture material and test content
3. Conduct department meeting to assure content delivery matches tested material

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

Assessment Plan #3
Incomplete

Assessment Plan #4
No action needed

Assessment Plan #5
No action needed
**Academic Program:** Emergency Medical Technology  
**Assessment Lead Person:** William Justiz

**Assessment Plan #1**  
**Academic Year:** 2013

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### 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

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

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

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

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

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### Benchmark(s):
- Overall 80% average in each respective module

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### 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-004</th>
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<tbody>
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<td>Module 3</td>
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<td>Module 6</td>
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<td>75</td>
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<td>Module 7</td>
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<td>74</td>
<td>72</td>
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</table>

### Plan of Action:
1. Evaluate and correct any deficiencies noted with all the module exams
2. Ensure adequacy of lecture material and test content
3. Conduct department meeting to assure content delivery matches tested material
Triton College
Assessment Planning and Reporting Tool
ACADEMIC PROGRAMS

Academic Program: Emergency Medical Technology  Assessment Lead Person: William Justiz
Assessment Plan #2  Academic Year: 2013-2014  Completion

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:
- 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>26</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>22</td>
<td>20</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td># of students enrolled after the fifth day of class</td>
<td>22</td>
<td>25</td>
<td>20</td>
<td>23</td>
<td>22</td>
<td>20</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td># of students that passed with a passing grade</td>
<td>12</td>
<td>23</td>
<td>12</td>
<td>21</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td># of students eligible to take the licensure exam</td>
<td>6</td>
<td>20</td>
<td>7</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Percentage of students enrolled from the fifth class day eligible to take the licensure exam:

<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>Percentage of students enrolled from the fifth class day eligible to take the licensure exam</td>
<td>27%</td>
<td>80%</td>
<td>35%</td>
<td>57%</td>
<td>37%</td>
<td>30%</td>
<td>45%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Plan of Action:
1. Continue to further analysis of enrollment trends
2. Look for possible contributing factors for the higher dropout rate, through student surveys
3. Ensure adequacy of material being taught to the students
4. Evaluation of instructors by students, through student evaluations.
**Academic Program:** Emergency Medical Technology  
**Assessment Lead Person:** William Justiz

**Assessment Plan #3**  
**Academic Year:** 2013-2014  
**Completion Status:**

### Criteria:

<table>
<thead>
<tr>
<th>Mission &amp; Integrity</th>
<th>Engagement and Service</th>
<th>Acquisition, Discovery, &amp; Application of Knowledge</th>
<th>Preparing for the Future</th>
<th>Student Learning and Effective Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Learning</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>General Education Learning Outcomes</td>
</tr>
<tr>
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<td>Program Specific Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Effective Teaching</td>
</tr>
</tbody>
</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>71</td>
<td>47</td>
<td>80</td>
<td>83</td>
<td>50</td>
<td>75</td>
<td>88</td>
<td>50</td>
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<tr>
<td>Overall student pass rate</td>
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<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initial pass rate</td>
<td>67</td>
<td>64</td>
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<tr>
<td>Overall student pass rate</td>
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</tbody>
</table>

2014 Overall pass rate for the State of Illinois

### Plan of Action:

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

Assessment Plan # 4  Academic Year: 2013-2014

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):
Effective teaching

Goal and Objective:
Monitor student evaluations

Assessment Tool:
Student evaluations that are completed at the end of the class

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

Benchmark(s):
An acceptable rating in these areas would be an 80 % or greater

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>
<th>FALL</th>
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<td>100</td>
<td>90</td>
<td>100</td>
<td>96</td>
<td>98</td>
</tr>
</tbody>
</table>

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:
No action needed
**Triton College**  
Assessment Planning and Reporting Tool  
ACADEMIC PROGRAMS

**Academic Program:** Emergency Medical Technology  
**Assessment Lead Person:** William Justiz  
**Assessment Plan #** 5  
**Academic Year:** 2013-2014  
**Completion Status:** Completed

<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>Mission &amp; Integrity</td>
</tr>
<tr>
<td>Engagement and Service</td>
<td>Student Learning and Effective Teaching</td>
</tr>
<tr>
<td>Acquisition, Discovery, &amp; Application of Knowledge</td>
<td>General Education Learning Outcomes</td>
</tr>
<tr>
<td>Preparing for the Future</td>
<td>Program Specific Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching</td>
</tr>
</tbody>
</table>

| Goal and Objective:                           |Results:                                                     |
| Industry and paramedic program surveys on previous students and program quality | Quality of employees that are employees that are employed by you that has received their EMS training from Triton College in the past year | 100% |
| Assessment Tool:                              | Quality of the EMS training your employees have received from Triton College in the past Year | 100% |
| Industry and paramedic program surveys on previous students and program quality | Quality of instructors with the Emergency Medical Technology Program at Triton College | 100% |

| Participants:                                 |Benchmark(s):                                               |
| Industry and paramedic program's              | An acceptable rating in these areas would be an 80 % or greater |

| Plan of Action:                                |                                                               |
| No action required                             |                                                               |