

SLO/Academic Assessment Plan Change Form

Check one:

- ☐ Certificate Academic Assessment Plan
- ☒ Undergraduate Academic Assessment Plan
- ☐ Graduate Academic Assessment Plan
- ☐ Professional Academic Assessment Plan
- ☐ Academic Learning Compact (ALC)
- ☐ Student Learning Outcomes (SLO)

Major: FES

College: DCP

Effective term and year revisions will take place: Term: fall Year: 2013

Revisions requested (check all that apply)

Academic Assessment Plans

ALCs

SLOs

- | | | |
|---|--|--|
| <input type="checkbox"/> Rationale | <input type="checkbox"/> Description of major | <input type="checkbox"/> SLO |
| <input checked="" type="checkbox"/> Mission Alignment | <input type="checkbox"/> Graduation Requirements | <input type="checkbox"/> Assessment Measures |
| <input checked="" type="checkbox"/> Curriculum Map | | |
| <input type="checkbox"/> Assessment Timeline | | |
| <input checked="" type="checkbox"/> Assessment Cycle | | |
| <input type="checkbox"/> Methods and Procedures | | |
| <input type="checkbox"/> Assessment Oversight | | |
| <input type="checkbox"/> Research | | |
| <input type="checkbox"/> Measurement Tools | | |

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#). please see attached curriculum map

If revising an **Academic Assessment Plan**, please attach the revised plan using the appropriate template found on the [Institutional Assessment Website](#).

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising a **Student Learning Outcome (SLO)**, please complete the following:

1. What types of assessments are or will be used?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Course-related Exam | <input type="checkbox"/> Capstone |
| <input checked="" type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| <input type="checkbox"/> Course Assessments/Assignments | <input type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here | |

2. What assessment methods will be used?

- ☒ Rubric
☒ Exam
☐ Other – please describe here

3. Who applies the method?

- ☐ Faculty Committee
☒ Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.
see attached

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Academic Assessment Plan 2013

M. E. Rinker, Sr. School of Building Construction (BCN)

Mission Statement

The mission of the M. E. Rinker, Sr. School of Building Construction is to be the center of excellence for construction. The Rinker School will pursue this by:

1. Promoting professional and ethical behavior in education and practice,
2. Advancing the industry by creating new knowledge through research and scholarly activities,
3. Educating individuals in principles, knowledge and skills required to be successful in their professional careers, and
4. Providing service and transferring knowledge to the citizens of Florida, the construction industry, professional societies, the nation, and the world.

The Rinker School will achieve this mission by fostering a core culture of value and quality.

This mission directly supports the College of Design, Construction, and Planning's strategic plan of 2007 with respect to adding capabilities for Distance Education offerings as well as strengthening the graduate program which in turn supports the teaching mission of the University of Florida.

Student Learning Outcomes (SLOs) for the Bachelor of Science in Fire & Emergency Services

1. Identify and evaluate organizational problems associated with fire and emergency services
2. Identify and demonstrate proper knowledge and use of comprehensive emergency management/command and control skills in major catastrophic incidents in fire and emergency services
3. Illustrate knowledge and legal application of safety, health and environmental regulations at state and federal levels
4. Demonstrate effective leadership behavior and skills in fire and emergency services
5. Properly address issues of management, code regulations and the labor market in fire and emergency services
6. Demonstrate strong verbal and written communication skills for leadership in fire and emergency services

College: Design, Construction and Planning

Courses SLOs	FES 3015	FES 3033	FES 3153	FES 3284	FES 3285	FES 3753	FES 3755	FES 3803	FES 3815	FES 3823
Content Knowledge										
SLO #1	I	I	I	I/R	I/R	I	I/R	I	R	
SLO #2	I			I/R				I/R		A final paper
SLO#3	I	I		I/R	I/R		I/R	I	R	I/R
Critical Thinking										
SLO #4	I	I		I/R	I/R	I	I/R	I/R		I/R
SLO #5	I	I		I/R	I/R					
Communication										
SLO #6	I	I		I/R		I	I/R	I	I/R	I/R

[illegible]

Assessment Cycle

Fire & Emergency Services

Analysis and Interpretation:
Improvement Actions:
Dissemination:

Design, Construction and Planning

November-December
Completed by April 15th
Completed by May 4th

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1				X	X	X	X
#2				X	X	X	X
#3			X	X	X	X	X
Critical Thinking							
#4		X		X	X	X	X
#5		X		X	X	X	X
Communication							
#6			X	X	X	X	X

Methods and Procedures

SLO's are assessed in 6 different courses.

Direct Assessments primarily occur in the format of graded examinations, short and long writing assignments, projects, and presentations. Each course and instructor conducts some combination of these assessments. The assessments may vary from course to course as well as year to year since instructors are encouraged to develop and revise syllabi and course delivery to better achieve SLOs.

Since this is an asynchronous distance program that enrolls primarily working emergency services personnel with variable schedules, student progress is an issue. We seek to maintain student engagement in order to achieve a degree completion rate. For our indirect assessment we track the number of students on the inactive list. The target is not to increase the number of students on the inactive list.

SLO #1: assessed in FES4585

Assessment tool: Final Exam

Catalog Description: This course covers organizing, promoting, and executing fire prevention functions, stressing legal mandates, needs assessments, consensus building, and planning activities.

Objectives: The student will be expected to master a number of competencies needed to be a successful manager of a fire prevention program. These competencies will be used to critique case studies and develop strategies for a presentation to justify a major new fire prevent code change.

The final exam consists of multiple choice and short answer questions.

Sample questions:

1. Which is the highest priority for a fire company?
 - a. Emergency medical responses
 - b. Hazardous materials incidents
 - c. Fire prevention
 - d. Fire calls
 - e. All the above

2. Major input for fire safety changes to building and fire codes comes from _____.
 - a. Manufacturers.
 - b. Architects and engineers
 - c. Building official
 - d. Fire tragedies
 - e. A and B only
3. List three (3) incentives to attract the best personnel to the fire prevention bureau.
4. Name the four steps that add up to a great fire code enforcement program.
5. It has been the experience of the fire services that _____ are one of the best venues for firefighters in providing safety information to children and young adults.
 - a. TV shows
 - b. Fire prevention week
 - c. Schools
 - d. Popular radio shows
 - e. Sports events
6. _____ is critical in order to address the fire problem with respect to civilian and firefighter casualties.
7. Name three (3) functions that fall under the broad umbrella of fire prevention.
8. Describe the technique of "Company Fire Management Areas." (5 points)
9. List three other agencies or departments that have a role to play in fire prevention.

Assessment Oversight

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