

# **Undergraduate Academic Assessment Plan 2017-18**

**Bachelor of Science in  
Fire & Emergency  
Services**

**College of Design,  
Construction & Planning**

## Table of Contents

|                                                                                                 |    |
|-------------------------------------------------------------------------------------------------|----|
| Mission Statement .....                                                                         | 3  |
| Student Learning Outcomes (SLOs) for the Bachelor of Science in Fire & Emergency Services ..... | 4  |
| Curriculum Map .....                                                                            | 5  |
| Assessment Cycle .....                                                                          | 6  |
| Methods and Procedures .....                                                                    | 7  |
| SLO Assessment Matrix.....                                                                      | 7  |
| SLO Assessment .....                                                                            | 7  |
| Assessment Oversight.....                                                                       | 11 |

# Bachelor of Science in Fire & Emergency Services

## College of Design, Construction & Planning

### Undergraduate Academic Assessment Plan

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#### **Mission Statement**

The mission of the M. E. Rinker, Sr. School of Construction Management 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 20016 with respect to 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. Recommend effective organizational management skills associated in emergency services.
2. Assess communication technology systems, both current and emerging, for emergency services.
3. Critique application of safety, health, and environmental regulations as applicable to emergency services.
4. Contrast leadership skills in emergency services.
5. Manage human resource issues within emergency services.
6. Produce effective verbal and written communication skills in emergency services.

## Curriculum Map

Program: Bachelor of Science in Fire & Emergency Services

College: Design, Construction and Planning

Key: **I**ntrouced

**R**einforced

**A**ssessed

| Courses<br>SLOs          | Fes<br>3004 | FES<br>3015 | FES<br>3153 | FES<br>3284 | FES<br>3285 | FES<br>3533 | FES<br>3753 | FES<br>3720 | FES<br>3815 | FES<br>3822 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Content Knowledge</b> |             |             |             |             |             |             |             |             |             |             |
| SLO #1                   | I           | I           |             | I/R         | I/R         |             | I           | I/R         | R           | I/R         |
| SLO #2                   |             | I           | A           | I/R         |             | I           |             | I/R         | I           |             |
| SLO#3                    | A           | I           |             | I/R         | I/R         | I           |             | I/R         | R           | A           |
| <b>Critical Thinking</b> |             |             |             |             |             |             |             |             |             |             |
| SLO #4                   | I           | I           |             | I/R         | I/R         | I           | I           | I/R         | I           | I/R         |
| SLO #5                   |             | I           |             | I/R         | I/R         | I           |             | I/R         | R           |             |
| <b>Communication</b>     |             |             |             |             |             |             |             |             |             |             |
| SLO #6                   | I           | I           |             | I/R         |             | I           | I           | A           | I/R         | I/R         |

| Courses<br>SLOs          | FES<br>4003 | FES<br>4023 | FES<br>4034 | FES<br>4045 | FES<br>4055 | FES<br>4224 | FES<br>4025 | FES<br>4014 | FES<br>4234 | FES<br>4244 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Content Knowledge</b> |             |             |             |             |             |             |             |             |             |             |
| SLO #1                   | R           | R           |             | R           |             | R           | A           | I           | R           | I/R         |
| SLO #2                   |             |             |             | R           | I/R         |             |             | I/R         | I           |             |
| SLO #3                   | I/R         |             | R           |             |             |             |             | I           | I/R         | A           |
| <b>Critical Thinking</b> |             |             |             |             |             |             |             |             |             |             |
| SLO #4                   | R           | A           | R           |             |             | R           | R           | I/R         | I/R         | I/R         |
| SLO #5                   | R           |             |             | A           |             |             | R           |             | I           |             |
| <b>Communication</b>     |             |             |             |             |             |             |             |             |             |             |
| SLO #6                   | R           | R           | R           | R           | R           |             | R           | I           | I/R         | I/R         |

## Assessment Cycle

Fire & Emergency Services

Design, Construction and Planning

| <b>SLOs</b>              | <b>Year</b> | <b>16-17</b> | <b>17-18</b> | <b>18-19</b> | <b>19-20</b> | <b>20-21</b> | <b>21-22</b> |
|--------------------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Content Knowledge</b> |             |              |              |              |              |              |              |
| #1                       |             | X            | X            | X            | X            | X            | X            |
| #2                       |             | X            | X            | X            | X            | X            | X            |
| #3                       |             | X            | X            | X            | X            | X            | X            |
| <b>Critical Thinking</b> |             |              |              |              |              |              |              |
| #4                       |             | X            | X            | X            | X            | X            | X            |
| #5                       |             | X            | X            | X            | X            | X            | X            |
| <b>Communication</b>     |             |              |              |              |              |              |              |
| #6                       |             | X            | X            | X            | X            | X            | X            |

## Methods and Procedures

### SLO Assessment Matrix

| 2017-18 Student Learning Outcome                                                                           | Assessment Method                        | Measurement Procedure |
|------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------|
| Recommend effective organizational management skills associated in emergency services.                     | Final Paper (FES 4585)                   | Rubric                |
| Assess communication technology systems, both current and emerging, for emergency services.                | Final paper (FES 3153)                   | Rubric                |
| Critique application of safety, health, and environmental regulations as applicable to emergency services. | Final Paper (FES 3004, FES3822, FES4244) | Rubric                |
| Contrast leadership skills in emergency services.                                                          | Final Paper (FES 4023)                   | Rubric                |
| Manage human resource issues within emergency services.                                                    | Final paper (FES 4045)                   | Rubric                |
| Produce effective verbal and written communication skills in emergency services.                           | Final paper (FES 3720)                   | Rubric                |

### SLO Assessment

SLO's are assessed in 8 different courses.

Direct Assessments are 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 student list. The target is not to increase the number of students on the inactive list.

Rubric used to assessed final paper

| <b>Criteria for evaluating written assignments</b>         | <b>Meets Expectations</b>                                                                               | <b>Partially Meets Expectations</b>                                                                                                                                          | <b>Fails to Meet Expectations</b>                                                                                        | <b>Comments</b> |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content</b><br>(worth 70% of the assignment grade)      | Addresses all aspects of assignment in sufficient depth                                                 | Addresses most aspects of assignment in sufficient depth                                                                                                                     | Does not address most aspects of assignment and/or fails to do so in sufficient depth                                    |                 |
|                                                            | Includes all components of the assignment                                                               | Includes most components of a the assignment                                                                                                                                 | Includes some components of the assignment                                                                               |                 |
|                                                            | Demonstrates understanding and application of information                                               | Demonstrates understanding of information, but fails to include application                                                                                                  | Does not demonstrate understanding or application of information                                                         |                 |
| <b>Organization</b><br>(worth 10% of the assignment grade) | Introduction – is clear and understandable                                                              | Introduction – is somewhat clear and understandable                                                                                                                          | Introduction – is not clear and understandable                                                                           |                 |
|                                                            | Conclusion and recommendations follow logically from the body of the plan and bring closure to the plan | Conclusion and recommendations follow logically from the body of the plan but rather than bringing closure to the plan, it merely summarizes what has been previously stated | Conclusion and recommendations do not follow logically from the body of the paper nor do they bring closure to the paper |                 |
|                                                            | Subsequent sections are labeled and complete                                                            | Most sections are labeled and complete                                                                                                                                       | Some sections are labeled and complete                                                                                   |                 |
|                                                            | Structure is clear, logical, and easy to follow; smooth                                                 | Usually the structure is clear, logical, and easy to                                                                                                                         | Sometimes the structure clear, logical, and easy to                                                                      |                 |



|                                                                     |                                                                                                                                                 |                                                                                                                                                       |                                                                                                                                                                 |  |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                     | transition between paragraphs which help maintain the flow of thought                                                                           | follow, with smooth transitions between paragraphs to help maintain the flow of thought                                                               | follow; seldom includes smooth transitions between paragraphs to help maintain the flow of thought                                                              |  |
| <b>Readability and Style</b><br>(worth 10% of the assignment grade) | Meets appropriate length                                                                                                                        |                                                                                                                                                       | Does not meet appropriate length                                                                                                                                |  |
|                                                                     | No major errors in spelling, punctuation, and grammar                                                                                           | Few errors in spelling, punctuation, and grammar                                                                                                      | Numerous errors in spelling, punctuation, and grammar                                                                                                           |  |
|                                                                     | Paper is laid out effectively—uses headings and other reader-friendly tools                                                                     | Paper is laid out effectively, but could make better use of headings and other reader-friendly tools                                                  | Paper is not laid out effectively; fails to use headings and other reader-friendly tools                                                                        |  |
|                                                                     | Paper is professional in appearance and demonstrates attention to detail; tone of voice is appropriate to the audience, content, and assignment | Paper is professional in appearance and demonstrates attention to detail; but tone of voice is inappropriate to the audience, content, and assignment | Paper is not professional in appearance and demonstrates a lack of attention to detail; tone of voice is inappropriate to the audience, content, and assignment |  |
| <b>Format and References</b><br>(worth 10% of the assignment grade) | Title page complete                                                                                                                             | Title page incomplete or inaccurate                                                                                                                   | No title page                                                                                                                                                   |  |

|                     |                                       |                                                     |                                                |  |
|---------------------|---------------------------------------|-----------------------------------------------------|------------------------------------------------|--|
|                     | References required number of sources | Number of sources referenced is fewer than required | Does not include references to outside sources |  |
|                     | All references cited correctly        | Most references cited correctly                     | References not cited correctly                 |  |
| <b>Total Points</b> |                                       |                                                     |                                                |  |
| <b>Earned</b>       |                                       |                                                     |                                                |  |

## Assessment Oversight

| Name                           | Department Affiliation                                                              | Email Address                                                                  | Phone Number |
|--------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------|
| Robert J. Ries, Ph.D.,<br>R.A. | Director, School of<br>Construction<br>Management                                   | <a href="mailto:rries@ufl.edu">rries@ufl.edu</a>                               | 352-273-1150 |
| Jim Sullivan, Ph.D.            | Director, Undergraduate<br>Programs, School of<br>Construction                      | <a href="mailto:sullj@ufl.edu">sullj@ufl.edu</a>                               | 352-273-1150 |
| Jeffrey T. Lindsey,<br>Ph.D.   | Program Coordinator,<br>Fire & Emergency<br>Services Programs;                      | <a href="mailto:jeffrey.lindsey@ufl.edu">jeffrey.lindsey@ufl.edu</a>           | 352-273-1199 |
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