Senior Fire Officer

M. E. Rinker, Sr., School of Construction Management

Certificate Assessment Plan

A. Rationale

The certificate provides a cross-section of courses that serve as a foundation for non-degree seeking students. It is designed for working professionals seeking to expand their knowledge in executive fire and emergency services. The goal is to help students develop management and communication skills necessary for advancement in their career field.

B. Mission

Aligning with the mission of the M.E. Rinker, Sr. School of Construction Management, the certificate promotes professional and ethical behavior in education and practice and educates individuals in principles, knowledge and skills required to be successful in their professional careers. This mission is achieved by fostering a culture of value and quality. It directly supports the College of Design, Construction and Planning's strategic plan of 2016 with respect to adding capabilities for Distance Education offerings, which in turn supports the teaching mission of the University of Florida.

C. Student Learning Outcomes (SLOs)

1. Critique application of safety, health, and environmental regulations as applicable to fire and emergency services.
2. Contrast leadership skills in fire and emergency services.
3. Produce effective verbal and written communication skills in fire and emergency services.

D. Assessment Timeline – Undergraduate Certificates

Program: Fire & Emergency Services College: DCP

SLOs	Assessment 1	Assessment 2	Assessment 3
#1	Final paper FES 3533		
#2		Final paper FES 4023	
#3			Final paper FES 3720

E. Assessment Cycle Chart - Undergraduate Certificates

Program: Fire & Emergency Services College: DCP

Year / SLOs	16-17	17-18	18-19	19-20	20-21	21-22
#1	X	X	X	X	X	X
#2	X	X	X	X	X	X
#3	X	X	X	X	X	X

F. Methods and Procedures

SLOs are assessed in three different courses.

Direct Assessments primarily occur in the format of 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 Assessment Matrix

2017-18 Student Learning Outcome	Assessment Method	Measurement Procedure
NOTE: This has been completed to the extent possible for all programs.		
#1	Final paper FES 3533	70% or higher passing score on final paper
#2	Final paper FES 4023	70% or higher passing score on final paper
#3	Final paper FES 3720	70% or higher passing score on final paper

SLO Assessment

Assessment tool: Final Paper

Rubric:

Criteria for evaluating written assignments	**Meets Expectations**	**Partially Meets Expectations**	**Fails to Meet Expectations**	**Comments**
Content (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	

Organization (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 transition between paragraphs which help maintain the flow of thought	Usually the structure is clear, logical, and easy to follow, with smooth transitions between paragraphs to help maintain the flow of thought	Sometimes the structure clear, logical, and easy to follow; seldom includes smooth transitions between paragraphs to help maintain the flow of thought	
Readability and Style (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	Paper is not laid out effectively; fails to use headings and other reader-friendly tools	

		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	
Format and References (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	
Total Points **Earned**				

G. Assessment Oversight

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