

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 |
| <input checked="" type="checkbox"/> Curriculum Map | | Measures |
| <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 2012

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

Assessment Cycle

Fire & Emergency Services

Design, Construction and Planning

Analysis and Interpretation:

November-December

Improvement Actions:

Completed by April 15th

Dissemination:

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 Assessment Matrix

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify and evaluate organizational problems associated with fire and emergency services	Exam (FES 4585) Final paper (FES 4224)	Exam score Rubric
Identify and demonstrate proper knowledge and use of comprehensive emergency management/command and control skills in major catastrophic incidents in fire and emergency services	Final paper	Rubric
Illustrate knowledge and legal application of safety, health and environmental regulations at state and federal levels	Exam	Exam score
Demonstrate effective leadership behavior and skills in fire and emergency services	Exam	Exam score
Properly address issues of management, code regulations and the labor market in fire and emergency services	Final paper	Rubric
Demonstrate strong verbal and written communication skills for leadership in fire and emergency services	Exam (FES 4003) Final paper (FES 4023)	Exam score Rubric

SLO's are assessed in 6 different courses.

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

SLO #2: assessed in FES3823 using a rubric for the final paper

Item	25%	25%	25%	25%
Organization	The information is well-constructed with abstracts, paragraphs and subheadings in accordance with APA style.	The information is organized with well-constructed paragraphs.	The information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Info	The information clearly relates to the main topic. It includes several supporting details and/or examples.	The information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	The information clearly relates to the main topic. No details and/or examples given.	Information has little or nothing to do with the main topic.
Amount of Info	All topics are addressed with at least two paragraphs about each.	Most topics are addressed with at least two paragraphs about each.	All topics are addressed with 1 paragraph about each.	One or more topics were not addressed.
Mechanics—grammar, spelling, paragraph structure, punctuation, etc.	No grammatical, spelling or punctuation errors. All paragraphs include introductory sentence, explanation or details and concluding sentence.	Almost no grammatical, spelling or punctuation errors. Almost all paragraphs include introductory sentence, explanation or details, and concluding sentence.	A few grammatical, spelling or punctuation errors. Paragraphs included related information but were typically not constructed well.	Many grammatical, spelling or punctuation errors. Paragraphing structure was not clear and sentences were not typically related in the paragraphs.
Sources—APA style	All sources are cited and references are accurately documented in the desired format.	All sources are cited and references are accurately documented, but a few are not in the desired format.	All sources are cited and references are accurately documented, but many are not in the desired format.	Some sources are not accurately documented

Assessment Oversight

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