Assessment Plan Template

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<tr>
<th>Academic Degree Program/</th>
<th>Academic Unit:</th>
<th>Department/Division:</th>
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<tbody>
<tr>
<td>Degree Level: Bachelor of Science, Fire Service Management</td>
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<tr>
<td>School of Architecture</td>
<td>Fire Service Management</td>
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<td>3/7/2013</td>
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Mission Statement (Mission of the Academic Degree Program)

Briefly describe how this program will support the University’s mission, focus, and/or current priorities. Explain how the program is consistent with or perhaps even central to that mission.

The Fire Service Management Baccalaureate degree program is designed to prepare graduates for careers in Fire and Emergency Services. The program will help them prepare for supervisory roles which involve analysis, implementation, and evaluation of fire related data as well as human resource management.

Program Goals

A goal is a general statement about the aims or purposes of the educational experience in the academic degree program. Goals are long range outcomes that are written in broad language. They describe what graduates of the program are expected to know and be able to do (skills, knowledge, and behaviors that students acquire in their matriculation through the program). Please note: If your program has more than three goals, please insert additional lines or list on a separate page.

Goal 1: Graduates should demonstrate the ability to identify, define, and analyze problems within their discipline and to resolve those problems as it pertains to the labor force; fiscal aspects; data analysis; legal issues; and human resources management.

Goal 2: Graduates should demonstrate the ability to apply various terminologies as it applies to various functions within the fire service.

Goal 3: Graduates should demonstrate the ability to apply critical thinking skills for problem solving, data analysis, management problems, and technical information.

Goal 4: Graduates should be able to gain relevant work related experience through utilizing technical skills, verbal and written communication skills, appropriate for a work environment, ability to work as a team member, growth potential, and leadership potential. Graduates should be able to develop career goals and specific occupational objectives based on their educational background.

Program Student Learning Outcomes/Objectives (SLOs)

An objective is a specific statement that describes a desired learning outcome for the academic degree program. (At least 3-5 student learning outcomes should be identified for each academic degree program. Learning outcomes should be specific, measurable, ambitious, realistic, and time bound. Each student learning outcome will be associated with at least one goal listed above). Please note: If your program has more than five outcomes/objectives, please insert additional lines or list on a separate page.

SLO1 Describe basic operations of fire suppression, emergency management, and leadership.

SLO2 Have a basis for critical review of literature.

SLO3 Demonstrate independent thinking, leadership, and ethics, when making decisions.

SLO4 Use knowledge gained through education, research, and administrative activities in the provision of services to the community.

Curriculum Map/Curriculum Alignment Matrix

Please attach a copy of the curriculum map/curriculum alignment matrix or describe the method used to link the program goals to the program student learning outcomes/objectives then to the course objectives.

Click here to enter text.

Methods/Measures/Achievement Targets/Performance Expectations

Identify and describe appropriate assessment instruments or methods for each student learning outcome and establish a criteria level for learning success (achievement target/success criteria). (Multiple measures including direct/indirect, formative/summative are desirable for each student learning outcome. Data collection should be systematic (that is, occur at different points throughout the program). Explain the
Students are administered a pre-test upon entering the program and a post-test at the completion of the program. All students are also administered quizzes and examinations throughout their course work to ensure that the student learning outcomes are being met on a continual basis.

### Action Plan/Assessment Infrastructure

Strategies for using results for program improvement development, methods for reporting results, timeline for improvement and identify individuals responsible for assessment activities. Please note: For new degree program, briefly describe the steps you plan to implement. If you are submitting a revised Assessment Plan, this section should include, but not necessarily be limited to the following:

**Part 1:** Describe the strategies used for program improvement development, methods for reporting results, timeline for improvement and individuals responsible for assessment activities. Provide details on how and by whom the data were/will be analyzed, along with the criteria used to determine whether students are achieving all the expected SLOs. Provide a description of how the data have been/will be retained to allow for comparison of results based on several years, with patterns and trends identified.

Program improvement is accomplished through various means. The primary ones used are the end of course surveys completed by the individual students as well as face to face feedback from students. In addition, the program stays abreast of changes within the fire profession to see what, if any changes are needed to improve the program. This is done on a continuing basis. The Program Coordinator is responsible for all assessment activities.

**Part 2:** Explain how program faculty members were involved in the assessment process. (Describe the process that was/will be implemented to ensure that faculty were involved in the assessment process, i.e., faculty committee actively communicated with program faculty, administrative support present, worked with department curriculum committee, findings discussed among faculty, pedagogy reviewed and revised based on assessment data, changes made if warranted for program improvement, etc.).

Faculty members had input into the pre and post tests that were prepared. They submitted questions and answers for each area tested.

**Part 3:** Reviewing student learning outcome data and making adjustments to the academic program. (What future actions should/will your program take? How can you assist students develop the learning outcomes you wish them to achieve?)

End of course surveys are reviewed after each semester to try and identify any areas that need improvement. Input from students is sought on a consistent basis seeking areas that may need improvement or any courses that may need to be changed or altered.

**Part 4:** Reviewing and making adjustments to the academic assessment plan. (Are changes necessary in your objectives? Are your assessment methods providing you the quality and quantity of information you need?)

The assessment methods currently in place are providing us with enough quality and quantity of information to effectively insure that our program continues as one of the top in the nation.

*The quality enhancement process is continuous and includes completion of annual assessment cycles that use the results to make improvements to your academic program. Improvements might include revising organizational structure, reallocating resources, revising administrative policies/procedures, revising curriculum, individual course revision, sequencing of courses, inclusion and/or modification of educational experiences and strategies (e.g., undergraduate research, internships, practicum, study abroad, service learning).*

### Glossary of Terms

**Achievement Target/Success Criteria:** overall level for satisfactory performance on a student learning outcome

**Action Plan/Assessment Infrastructure:** activity sequence designed to help accomplish intended outcomes/student learning outcomes and/or improvement of academic assessment plan.

**Direct/Indirect Assessment:** *Direct assessment* requires students to display their knowledge and skills in response to the measurement instrument itself, as in tests, or exams, essays, portfolios, presentations, etc. *Indirect assessment* usually asks students to reflect on their learning rather than demonstrate it. Indirect may also ask employers or other interested parties to evaluate student learning as they have had occasion to observe it.

**Findings:** assessment results for comparison of actual vs. expected achievement level
Program Goal: broad statement about desired ends

Measure: method to gauge achievement of expected results

Mission: highest aims, intentions, and activities of the entity

Student Learning Outcome: measurable statement that describes the knowledge, skill or ability students will possess upon achievement of that outcome as it relates to the mission

Original borrowed from:
Developed utilizing & modifying the following documents:
Southern Illinois University - http://pvcaa.siu.edu/forms.html