

Bachelor of Technology – Emergency Responder Administration Program Outcome Assessment Summary

Comprehensive annual assessments are conducted on Emergency Responder Administration program and OSU-Oklahoma City campus wide outcomes. One or two of each type of outcome is assessed as outlined in the assessment plan (separate document on website). The assessment plan guides which program and campus wide learning outcomes will be assessed, when it will be assessed and submitted in the annual assessment report. This page will outline a summary of the assessment results for the spring 2014 semester.

In the Spring 2014 semester two BT-ERA program outcomes and one campus wide outcome were assessed. The first program outcome assessed was: *Students will formulate solutions to ethical and legal issues in the public safety organization*. This assessment included four focus points.

- First Assessment – differences in analysis between the sample populations by degree conferred profession are not considered significant for the overall grades. All populations showed an overall sufficient achievement in meeting this outcome. Scoring variations in the range category are expected. However, consideration should be given to improving this variation.
- Second Assessment – differences in analysis between the sample population by graduating and non-graduating students are also not considered significant for the overall grades. It was not anticipated for graduating students to score lower and for the non-graduating students to score higher between essay 1 and the final essay. One noticeable similarity in the essay scores with both populations is essay 2 being consistently low. This group assessment showed an overall sufficient achievement in meeting this outcome. Scoring variations in the range category are expected. However, consideration should be given to improving this variation.
- Third Assessment - differences in analysis between the sample population by age group students are also not considered significant for the overall grades. It is evident that deficient grades only occurred in the 21-35 age group. This group assessment showed an overall sufficient achievement in meeting this outcome. Scoring variation in the range category is expected. However, consideration should be given to improving this variation, especially with the 21-35 age group.
- Fourth Assessment – the overall grade analysis showed 5% of students failed the course, while 95% received a passing grade. Differences in analysis between the sample population by gender are noticeable. However, consideration should be given to improving this variation.

Overall, students were able to sufficiently formulate solutions to ethical and legal issues in the public safety organization, and evaluate public safety issues using fundamental ethical theories. This was evident with an improvement in overall scores between essay 1 and the final essay with the following student populations: all students, emergency management, EMS, police science, and non-graduating students. There was a slight decrease in scores with student populations of municipal fire protection and those graduating. The decrease is not considered significant, but should not be overlooked. The decrease of scores with graduating students was not anticipated. All populations show an overall sufficient achievement in meeting the program and learning outcomes.

This learning outcome was selected for assessment, because formulating solutions to ethical situations is a basic skill necessary for public safety professionals and are, therefore, equally important for student learning.

The second program outcome assessed was: *Students will define public safety agency responsibilities as they relate to multi-agency incident response.* Overall, students were able to sufficiently define public safety agency responsibilities as they relate to multi-agency incident response. Students were also able to sufficiently identify the major functions of each emergency response agency at emergency/critical incidents. Differences in analysis between the sample populations are not considered significant. The overall sample population is low, so variations are expected. Because of the low sample population number, gender data was not assessed. All populations show an overall sufficient achievement in meeting the program and learning outcomes. The overall student passing grade rate was 87.5%. Consideration should be given to methods of improving the grades, even though these students stopped attending class. This learning outcome was selected for assessment, because multi-agency response to critical incident requires a fundamental knowledge of the responsibilities and strategies to effectively manage these incidents and are, therefore, equally important for student learning.

The campus wide outcome assessed was critical thinking, which states: *Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.*

- First Assessment – differences in analysis between the sample populations by degree conferred profession are not considered significant for the overall grades. All populations showed an overall sufficient achievement in meeting this outcome. Scoring variations in the range category are expected. However, consideration should be given to improving this variation.
- Second Assessment – differences in analysis between the sample population by graduating and non-graduating students are also not considered significant for the overall grades. It was not anticipated for graduating students to score lower and for the non-graduating students to score higher between essay 1 and the final essay. It was anticipated that graduating students would score higher in each assignment and demonstrate higher thinking skills. However, this did not occur. One noticeable similarity in the essay scores with both populations is essay 2 being consistently low. This group assessment did show an overall sufficient achievement in meeting this outcome. Scoring variations in the range category are expected. However, consideration should be given to improving this variation.
- Third Assessment - differences in analysis between the sample population by age group students are also not considered significant for the overall grades. It is evident that deficient grades only occurred in the 21-35 age group. This group assessment showed an overall sufficient achievement in meeting this outcome. Scoring variation in the range category were expected. It was expected that the older sample populations would show higher critical thinking skill, and this did occur. Consideration should be given to improving the variation, especially with the 21-35 age group.
- Fourth Assessment – the overall grade analysis showed 5% of students failed the course, while 95% received a passing grade. Differences in analysis between the sample population by gender are noticeable. However, consideration should be given to improving this variation, especially with the female population.

Overall, students were able to solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions. Students were also able to sufficiently demonstrate critical thinking in an evaluation of public safety issues using fundamental ethical theories. This was evident with an improvement in overall scores between essay 1 and the final essay with the following student populations: all students, emergency management, emergency medical services, police science, and non-graduating students. There was a slight decrease in scores with student populations of municipal fire protection and those graduating. The decrease is not considered significant, but should not be overlooked. All populations show an overall sufficient achievement in meeting the program and learning outcomes. This learning outcome was selected for assessment, because critical thinking is an essential skill for public safety professionals and are, therefore, equally important for student learning.