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 2015-2016 academic year.

Fall 2015

In the Fall 2015 semester one BT-ERA program outcome and one campus wide outcome were assessed. The program outcome assessed was: *Students will use research methodologies to collect and analyze data for decision making in the public safety environment.* In this program outcome assessment, the overall assessment of students using research methodologies supports an indeterminate conclusion. The benchmark student success was reached by 64% of students on Essay 2 is not surprising given the complexity of the subject material. The improvement in the success rate between Essay 1 and Essay 2 showed the value of conducting the midterm formative assessment inconclusive. With 5 of 14 students improving their scores and 9 students showing a decrease, there is support of this indeterminate conclusion. Having a formative assessment point (Essay 1) at the semester midterm provided the students the opportunity to work on a complex subject, receive critical feedback, make revisions, and improve on the final project. However, transferring the knowledge to the final essay was below expectation. The conclusion is that students sufficiently (but not proficiently) reached the crossroad of *integrating* a cognitive *analysis* and a *procedural knowledge* of the use of research methodology and design in a public safety setting. Students have sufficiently demonstrated they are ready to continue their acquisition of knowledge with higher Cognitive Process and Knowledge Dimension measurements.

The campus wide learning outcome assessed was effective communication, which states: *Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.* The overall assessment of the OSU-Oklahoma City campus wide learning outcomes of effective communication supported a positive conclusion. The conclusion is that students successfully reached the crossroad of being able to *carry out* the two assessment dimensions of a cognitive *application* and a *procedural knowledge* in written communication. Student education experience did not seem to influence this result, nor did the performance on the weekly discussions. There were other graded items not included in the chart above that have an influence on the final grade. They were not included as there is no direct correlation to the comprehensive written assignment.

Spring 2016

In the Spring 2016 semester one BT-ERA program outcome and one campus wide outcome were assessed. The program outcome assessed was: *Students will formulate solutions to ethical and legal issues in the public safety organization.* The benchmark student success was reached by 100% of students on all four essays assessed. There were a total of 32 students assessed on this outcome in two sections. The conclusion is that students reached either the sufficient or proficient level of *integrating* a cognitive *analysis* and a *procedural knowledge* of ethical theory into practice in a public safety setting. Students have sufficiently demonstrated they are ready to

continue their acquisition of knowledge with higher Cognitive Process and Knowledge Dimension measurements.

The campus wide learning outcome assessed was computer proficiency, which states: *Students use computer and network technologies to gather, analyze and communicate information.* The overall assessment of the OSU-Oklahoma City campus wide learning outcome of computer proficiency supported a positive conclusion. The students demonstrated an ability to overcome technological issues in submitting the Tegrity videos in which they had no previous experience doing. The students' ability to gather, analyze and communicate information with the use of a word processing program and submitting these documents in D2L also supports a positive conclusion. The final scores reflect positively on the data analysis that students were successful in the highlighted assignment assessment points, and were also successful in fully participating in all elements of this online delivered course. The conclusion is that students successfully reached the crossroad of *carrying out* a cognitive *application* at a *procedural knowledge* level in computer proficiency. Students have demonstrated they are well prepared to utilize computer technology in a public safety agency setting. Students are proficient in functioning in the virtual environment and in composing documents that replicate reports that are required in the workplace.