

Bachelor of Technology in 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 2016-2017 academic year.

Fall 2016

In the Fall 2016 semester one BT-ERA program outcome and two campus wide outcomes were assessed. The program outcome assessed was: *Students will define public safety agency responsibilities as they relate to multi-agency incident response.* The data collected were grades on the scenario essay worth 50 points.

- Assignment Score Values:
 - Range – 32.5 to 50 or 65% to 100%
 - Average – 39.25 or 78%
 - Median – 37.5 or 75%
 - Mode – 37.5 or 75%
 - Standard deviation – 6.57
- Assignment Scoring Rubric Data:
 - Originality had 100% Exemplary scores.
 - Thoroughness had 30% Exemplary, 50% Sufficient, and 20% Satisfactory.
 - Accuracy had 20% Exemplary, 30% Sufficient, and 50% Satisfactory.
 - Academic Style had 50% Exemplary, and 50% Sufficient.
 - Formatting had 20% Exemplary, 20% Sufficient, 40% Satisfactory, and 20% Needs Improvement.

The results from this assignment were lower than expected. These students are at graduation and did not perform to this expected level noted above in *carrying out a procedural application* of managing a critical incident. Students had a narrow focus on tactical priorities and some reference to the agencies that may be called in to assist on a large multi-jurisdictional incident. Accuracy and formatting were the two most concerning criteria with the lowest ratings. Students did not directly address the elements from the instructions. This conclusion is supported when comparing this set of data to the Spring 2016 scores on the same project. During the Spring semester, the average score was 1 point higher, the median value was 2.5 points higher, and the standard deviation was 2 points lower.

The campus wide learning outcomes assessed were: *Students use computer and network technologies to gather, analyze and communicate information.*

Second, *students engage in the community through activities effective positive change in society and the environment.* The assessment of this outcome was conducted through the evaluation of a student comments. There is not a good direct assessment measure in this course. It was expected students participate in administrative work consistent with Practicum course design. However, students were either not permitted to carry out administrative work at an agency, or selected to conduct simple ride-alongs.

It is evident that students are able to navigate Microsoft Word, but struggled some with using the online library database system to search for reference material. It is not known at this point if students are simply looking for all material to be provided for them or if time was a factor. Using the online library system is being expanded in the ERA program, and this assessment supports more is needed in this area. Microsoft PowerPoint is also being added to gain a better perspective of the use of computer technology. In addition to these items, the use of OrgSync and the syllabus agreement adds to the assessment of this outcome as students utilize computer technology in several distinct areas – D2L, online library, OrgSync, and document use.

For indirect measures, student comments from a reflective essay in ERA 4213 Advanced Occupational Proficiency was evaluated. In general, the students felt...

- Better prepared for work to think like a fire chief and not a firefighter.
- Program prepares students to be successful in promotional testing processes.
- Learned different perspectives on emergency response.
- Many courses difficult, but rewarding.
- Able to explore different strategies to incident management.
- Felt positive towards being exposed to other cultures.
- Coursework gave student's knowledge to apply from reading and research.

Spring 2017

In the Spring 2017 semester, one BT-ERA program outcome and one campus wide outcome were assessed. The program outcome assessed was: *Students analyze leadership and management strategies and implement the appropriate course of action in a given public safety environment.* Two assignments were used in this outcome assessment by comparison. Both assignments were scenario-based and were completed by students in one capstone course. Assignment #2 is from the capstone course; therefore, performance is expected to be higher than with Assignment #1. Both assignments had 50 points possible. The results were as follows:

- Assignment 1 Score Values:
 - Range – 50 to 92.5
 - Average – 73.2
 - Median – 70
 - Mode – 70
 - Standard deviation – 13.46
- Assignment 1 Scoring Rubric Data:
 - Originality and Appropriateness had 100% exemplary.
 - Thoroughness had 16% exemplary, 37% sufficient, 26% satisfactory, 16% needs improvement, and 5% unacceptable.
 - Accuracy & Logical Validity had 5% exemplary, 47% sufficient, 26% satisfactory, 21% needs improvement, and 0% unacceptable.
 - Proposal Elements had 32% exemplary, 26% sufficient, 26% satisfactory, 16% needs improvement, and 0% unacceptable.
 - Introduction had 16% exemplary, 58% sufficient, 21% satisfactory, 5% needs improvement, and 0% unacceptable.
 - Conclusion had 16% exemplary, 63% sufficient, 5% satisfactory, 16% needs improvement, and 0% unacceptable.

- Paragraph Structure had 42% exemplary, 32% sufficient, 26% satisfactory, and 0% on needs improvement and being unacceptable.
 - Document and Paragraph Flow had 32% exemplary, 63% sufficient, 5% satisfactory, 0% needs improvement, and 0% unacceptable.
 - Formal and Academic Style had 26% exemplary, 32% sufficient, 26% satisfactory, and 0% on needs improvement and being unacceptable.
 - Document Formatting had 0% exemplary, 68% sufficient, 26% satisfactory, 5% needs improvement, and 0% unacceptable.
- Assignment 2 Score Values
 - Range – 42.5 to 48.75 or 85% to 97.5%
 - Average – 44.6 or 89.2%
 - Median – 43.1 or 86.2%
 - Mode – 42.5 or 85%
 - Standard deviation – 2.57
- Assignment 2 Scoring Rubric Data:
 - Originality & Accuracy had 46% Proficient & 54% Sufficient.
 - Elements of Analysis had 8% Proficient, 31% Sufficient, 23% Average, 38% Needs Improvement.
 - Synthesis had 23% Proficient, 38% Sufficient, 23% Average, 8% Needs Improvement, and 8% Unacceptable.
 - Writing Style had 23% Proficient, 54% Sufficient, 15% Average, and 8% Needs Improvement.
 - Formatting had 23% Proficient, 31% Sufficient and 46% Average.

The students performed very well on both essays. It was expected on Project 2 students will *carry out a procedural application*. The values reflect an average score of 93%. Additionally, the originality, elements, and synthesis scores were mid-80s to low-90s as exemplary. Project 3 students were expected to *judge* a situation by *procedural evaluation*. The values here reflect an average score of 94%; and a 77% to 100% exemplary rating for the originality, elements, and synthesis criteria. Additionally, the standard deviation score on Project 3 was a low 2.33, which demonstrates consistency in the scores (low variance). Project 2's standard deviation was a very respectable 5.12. The results for both projects are encouraging that the scenarios are clear and pertinent to the lessons learned from the program. The attention to detail in the writing was positively evident. The campus wide learning outcome assessed was computer proficiency, which states: *Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions*. Two assignments were used in this outcome assessment by comparison. Both assignments were scenario-based and were completed by students in two different courses. Assignment #2 is from the capstone course; therefore, performance is expected to be higher than with Assignment #1. Both assignments had 50 points possible. The results were as follows:

- Assignment 1 Score Values:
 - Range – 30 to 50 or 60% to 100%
 - Average – 46.5 or 93%
 - Median – 48 or 96%
 - Mode – 48 or 96%
 - Standard deviation – 5.12
- Assignment 1 Scoring Rubric Data:

- Originality & Accuracy had 92% Exemplary scores and 8% Unacceptable.
 - Elements of Analysis had 92% Exemplary, 8% Needs Improvement.
 - Synthesis had 85% Exemplary and 15% Sufficient.
 - Academic Style had 15% Exemplary, 77% Sufficient, and 8% Satisfactory.
 - Formatting had 77% Exemplary and 23% Sufficient.
- Assignment 2 Score Values
 - Range – 43 to 50 or % to 100%
 - Average – 47.08 or 94%
 - Median – 47 or 94%
 - Mode – 49 or 98%
 - Standard deviation – 2.33
- Assignment 2 Scoring Rubric Data:
 - Originality & Accuracy had 100% Exemplary scores and 8% Unacceptable.
 - Elements of Analysis had 69% Exemplary, 15% Sufficient, and 15% Satisfactory.
 - Synthesis had 77% Exemplary, 15% Sufficient, and 8% Satisfactory.
 - Academic Style had 46% Exemplary, 38% Sufficient, and 15% Satisfactory.
 - Formatting had 38% Exemplary and 62% Sufficient.

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For indirect measures, student comments from a reflective essay in ERA 4213 Advanced Occupational Proficiency was evaluated. In general, the students felt...

- Good learning experiences and enrichment of knowledge.
- The program is well-organized and well-implemented.
- Assignment in courses promoted enhanced understanding of topics.
- Expectations of the program were met.
- Found new interests at work.
- Was able to relate experience to the course lessons.
- Am more confident in my abilities to achieve long-term goals.

The greatest challenge expressed from this academic year is similar to other comments. This is finding a balance in work, life, and school. Prioritizing school work often took a back seat to other priorities.