

Assessment Report - Comprehensive Review

Program Assessment

Department:	Public Safety
Program:	Fire Technology
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

See Appendix A attached.

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B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

Assessment results, by definition, assess success of educational practices. Although Assessment results have been consistently high, we continually strive for improvement. The results point us to areas that need greater focus or additional time investment to ensure students grasp The concepts. Orientation material has been improved to increase success in the online format.

C. Describe how the program monitors and evaluates its effectiveness.

The program monitors and evaluates its effectiveness through an annual review of program operations as well as the Evaluation Plan Goals of the department. Outcomes assessment is extensively conducted at the program level for its 7 program learning goals in alignment with the college mission. The outcomes are identified in the program's Evaluation Plan Goals document and analyzed in program meetings.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

The program engages the following individuals and groups in assessing the degree and certificate programs offered by the department:

Semi-annual department meetings include 1 fulltime faculty and five adjunct faculties that discuss curriculum, student progression, success, and attrition. The department assessment plan is also analyzed which identifies PLO's, and individual course SLO's.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The program actively assesses student success throughout the 2-year program as part of our Program Evaluation Plan. This assessment plan includes each outcome, the analysis tool and method, the expected benchmark, the responsible party for the activity and the results and action plan. Program outcomes continue to reflect outstanding academy graduation rates, and degree SLO's percentages.

F. How do you engage in collegial dialog about student learning outcomes?

Department meetings and as well as dialogue between adjunct and full time faculty provide opportunities to discuss what is working both in assessment style and the use of technology (Canvas Outcomes) to better guage success.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

Performance assessments have shown that we are being successful in achieving our SLO and PLO. Success and retention rates have been consistently high in the traditional format and have risen in the online format as indicated on the Program Review Form.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

Core Indicator Data for 2016-17 shows an 85.6 % Employment overall for the program. This is encouraging. Program headcount has declined slightly (2% overall) since 2013. This has been an up and down fluctuation and may not be statistically significant, but it may reflect the drop in employment opportunities in local departments over the past few years due to budget constraints.

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?

Course level SLO are based on FESHE (Fire and Emergency Services Higher Education) National Standards. Program

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

See above.

