

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –  
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)****Submission date:** 11/7/2024**Assessment Plan covered in this report:** Fire and Emergency Services Technology AAS**College:** College of Health**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Submitted by:** Chris Lau Director cflau@alaska.edu

*After responding to the questions below, the program should email this report form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

*Demonstrate the knowledge of public education in relation to fire prevention.*-**Met Faculty Expectations**

*Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety.*- **Met Faculty Expectations**

*Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.*-**Did Not Meet Faculty Expectations**

- 2. Describe what your assessment process was last year for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

Data is gathered in accordance with the Fire and Emergency Services Technology (FEST) program assessment plan through student results of practical activities, papers and exams. Competencies are monitored and results tracked as a student moves through the program. This interaction ensures students meet program, as well as state and national standards. Pass rate of the class and pass rate on state and national exams is also tracked to evaluate

what weaknesses there may be in the program. We also track those students going on to work in the fire and emergency services field as well as their competitiveness in being hired and maintaining employment.

The program director meets with adjunct instructors before and during each semester to discuss needs and issues for each individual class and review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. A plan for implementing the recommended changes, including the dissemination of changes to all the program's stakeholders, will also be completed at this meeting.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

In regards to FIRE A221, students had a high success rate of passing the class but midterm and final exam grades progressively remained average to low, with some exceptions. Using the evaluation process for the class, students felt there needed to be more interaction with the instructor and instructor lead lecture and discussion. With the asynchronous format, it was felt instructor response, though helpful, was mostly after the fact.

Most FEST classes are taught asynchronously. Both faculty, instructors and students felt meeting with instructors for class on a regular class schedule also provided better guidance for career direction and interaction for completing and understanding of assignments and course work.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.**

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Yes. The FEST program opted to change FIRE A221 from an asynchronous to a hybrid course with designated time for weekly faculty-led instruction for Fall 2024. With many students working full time or in other areas of the state, lectures are online through a collaboration platform. These classes are instructor-led lecture and discussion, but students aren't limited to having to meet on campus in person. Currently we are waiting for data collected at the completion of FIRE A221, based on course outcomes, the program will look to switch several of our other classes to a hybrid platform moving forward.

**5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☒ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented last year. *(If no options above were selected)*

**If you checked "Other" above, please describe. (100 words or less)**

**6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)**

The program just made the change from asynchronous to hybrid for FIRE A221 this fall semester and it is ongoing. So far midterm exams have improved.

Spring 2021 Midterm Average 88%

Final Average 78%

Fall 2022 Midterm Average 79%

Final Average 80%

Fall 2023 Midterm Average 85%

Final Average 82%

Fall 2024 Midterm Average 90%

Projects and class finals are still due, but we are optimistic. Speaking to adjunct instructors and from student feedback we may revise more of the FEST classes from asynchronous to a hybrid platform in the future.

The FEST Program Assessment Plan was approved in 2019 with little assessment of Emergency Services course outcomes. The program will look to revise it's Program Assessment moving forward to include assessment of these courses as well.

## DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this report form to the program, and copy [uag\\_oaa@alaska.edu](mailto:uag_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The program is commended for revising program learning outcomes to align with industry standards. Two of three outcomes were met and the assessment process could be strengthened with reflection on the outcome: *Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services* that did not meet faculty expectations. Articulating action steps or an approach to understand and address how or why this outcome did not meet faculty expectations is advised. Additionally, consideration of different assessment measures at the comprehensive degree program and the course level will help inform curricular considerations.

**2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The Fire and Emergency Services Technology program provides valuable training for a degree and/or certification with a high industry demand. A strong example of this is the offering of FIRE A221 as a hybrid course rather than asynchronous based on student feedback. Course evaluation indicates higher exam scores following the switch to a hybrid delivery format. Continued integration of student feedback, with simultaneous support to adjunct faculty will ensure course delivery continues to meet student learning needs and preferences. COH greatly appreciates the ongoing commitment to program evaluation and the prioritization of student feedback to inform curricular changes.

Dean's signature:



Date: 1/9/2025.

Cary Moore, Associate Dean for Clinical Health Sciences