Subject Area Committee Name: FP

Contact Person

Name	*e-mail*
Doug Smith	doug.smith@pcc.edu

Document your plan for each of the two Focal Analysis assessment projects your SAC will be doing this year in the first sections of this report. Focal analysis is typically involves a thorough investigation of a degree/certificate outcome (or elements of a chosen outcome). This deeper analysis should be driven by an attempt to improve student learning (e.g., assessment motivated by faculty curiosity, anecdotal experience, or summary data evidence that is somehow troubling) – rather than to provide evidence that students are attaining the degree and certificate outcomes.

If your SAC is using an assessment design that captures two outcomes, use a separate planning form for each outcome, **even if you are assessing both in a single project**. Complete each section of each form. In some cases, all of the information needed to complete the section may not be available at the time the report is being written. In those cases, include the missing information when submitting the completed report at the end of the year.

- Use separate report forms for each outcome your SAC is assessing.
- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact Michele Marden to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for NRS)
- **File name:** SACInitials_ARF_2015 (Example: NRS_ARF_2015)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:

- **Planning Sections of LAC Assessment or Reassessment Reports: November 7th, 2014**
- **Changes to Multi-Year Plan submitted last year: November 7th, 2014**
- **Completed LAC Assessment or Reassessment Reports: June 19th, 2015**

Please Verify These Before Beginning this Report:

☐ *This project is in the first stage of the assess/re-assess process (if this is a follow-up, re-assessment project, use the LAC Re-assessment Report Form CTE. Available at: http://www.pcc.edu/resources/academic/learning-assessment/LDC-2013-2014-Info-Templates.html*

☒ *This project is aligned with the SAC's Multi-Year Plan. Available for review at: http://www.pcc.edu/resources/academic/degree-outcome/AssessmentPlansFall2010.html. If there are changes, Multi-Year Plans can be altered and resubmitted to meet the current needs of the SAC.*

1. Outcome Chosen for Focal Analysis

1A. Briefly describe what and why this focal outcome is being investigate: (e.g., "First term students do not seem to be able to transfer the knowledge from their math class to our program class. We wish to investigate student understanding of the needed math concepts upon entry into our course. If students do have the theoretical understanding, we will investigate ways we can help students apply their knowledge in a concrete application." A second example is: "Anecdotally, it seems that our first year students are not retaining critical information between Winter and Spring Quarters." We will measure student benchmark attainment in Winter Quarter.

The focal outcome will be Professional Competencey for the certificate. We will be comparing the success rate in the skills academy FP 111, 112 and Haz Mat FP 123 to the success rate of students taking the IFSAC certification process.
For the degree, we will also focus on Professional Competency. This will be examined by the student success rate in identified courses within the degree.At this time there isn't an outside certification process for comparason.

1B. If the assessment project relates to any of the following, check all that apply:

☒ *Degree/Certificate Outcome – if yes, include here: Professional competency*
☒ *PCC Core Outcome – if yes, which one: Professional Competency*
☒ *Course Outcome – if yes, which one: FP 111 & 112-Upon completion of FP 111 and FP 112; students will meet National Fire Protection Association (NFPA) Standard 1001, Chapter 5 with the exception of Operations Level*

Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, and the Oregon Department of Public Safety Standards and Training (DPSST) Fire Fighter I and Fire Fighter II.
Fp 123-Students complete all training and education requirements for Hazardous Materials Awareness and Operations level certification, per National Fire Protection Association (NFPA) Standard 472 and State certification requirements per Oregon Department of Public Safety Standards and Training (DPSST),

2. Project Description

2A. Assessment Context

Check all the applicable items:

☐ **Course based assessment.**

Course names and number(s): FP 111 Firefighter Skills Academy Part I, FP 112 Firefighter Skills Academy Part II, FP 123 Hazardous Materials: Awareness and Operations, FP 273 Fire Service Human Resources, FP 274 Fire Service Administration, FP 275 Community and Government Relations.
Expected number of sections offered in the term when the assessment project will be conducted: 1
Number of these sections taught by full-time instructors: 1
Number of these sections taught by part-time instructors: 5
Number of distance learning/hybrid sections: 3
Type of assessment (e.g., essay, exam, speech, project, etc.): writin exams, projects, presentations, demonstrated skills

Are there course outcomes that align with this aspect of the outcome being investigated? ☒ Yes ☐ No

If yes, include the course outcome(s) from the relevant CCOG(s):
FP 111 & 112-Upon completion of FP 111 and FP 112; students will meet National Fire Protection Association (NFPA) Standard 1001, Chapter 5 with the exception of Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, and the Oregon Department of Public Safety Standards and Training (DPSST) Fire Fighter I and Fire Fighter II.
Fp 123-Students complete all training and education requirements for Hazardous Materials Awareness and Operations level certification, per National Fire Protection Association (NFPA) Standard 472 and State certification requirements per Oregon Department of Public Safety Standards and Training (DPSST),

☐ **Common/embedded assignment in all relevant course sections.** An embedded assignment is one that is already included as

an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Common – but not embedded - assignment used in all relevant course sections.** Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

☒ **External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

☐ **SAC-created, non-course assessment.** Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

☒ **TSA.** Please attach the relevant portions of the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

The Technical Skills Assessment will be the same as the "Course based assessment."

☐ **Survey**

☐ **Interview**

☐ **Other.** Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe it:

In the event publically sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

☐ **Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development - attach to

the completed report that is submitted in June)
☒ **Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development - attach to the completed report that is submitted in June)
☐ **Trend Analysis** (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)
☒ **Objective Scoring** (e.g., Scantron scored examinations)
☐ **Other** – briefly describe:

2C. Type of assessment (select one per column)

☒ **Quantitative**	☒ **Direct Assessment**
☐ **Qualitative**	☐ **Indirect Assessment**

If you selected 'Indirect Assessment', please share your rationale:

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring criteria/instruments used in this project:

☐ Committee or subcommittee of the SAC collaborated in its creation
☐ Standardized assessment
☒ Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
☐ Theoretical Model (e.g., Bloom's Taxonomy)
☒ Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
☐ Aligned the benchmark with the Associate's Degree level expectations of the Degree Qualifications Profile
☐ Aligned the benchmark to within-discipline post-requisite course(s)
☐ Aligned the benchmark to out-of-discipline post-requisite course(s)
☐ Other (briefly explain:)

2E. In which quarter will student artifacts (examples of student work) be collected? If student artifacts will be

collected in more than one term, check all that apply.

☒ **Fall** ☒ **Winter** ☒ **Spring** ☐ **Other** (e.g., if work is collected between terms)

2F. When during the term will it be collected? If student artifacts will be collected more than once in a term, check all that apply.

☐ **Early** ☒ **Mid-term** ☒ **Late** ☐ **n/a**

2G. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is 'all students taking this course.'

All the students taking FP 111, FP 112, FP 123, FP 273, FP 274, FP 275

2H. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

☒ **To measure established outcomes and/or drive programmatic change (proceed to section H below)**
☐ **To participate in the Multi-State Collaborative for Learning Outcomes Assessment**
☐ **Preliminary/Exploratory investigation** (consult with an LAC coach prior to making this selection since most assessment projects should not qualify as preliminary/exploratory)

If you selected 'Preliminary/Exploratory' (most often a 'pilot study'), briefly describe why you opted to do a pilot study, along with your rationale for selecting your sample of interest (skip section H below). For example: "The SAC intends to add a Cultural Awareness related outcome to this course in the upcoming year. It is not currently taught in most sections of this course. 2 full-time faculty and 1 part-time faculty member will field-test 3 different activities/assessments intended to measure student attainment of this proposed course outcome. The 3 will be compared to see which work best."

2I. Which will you measure?

☒ **the population** (all relevant students – e.g., all students enrolled in all currently offered sections of the course)
☐ **a sample** (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

☐ **Random Sample** (student work selected completely randomly from all relevant students)

☐ **Systematic Sample** (student work selected through an arbitrary pattern, e.g., 'start at student 7 on the roster and then select every 5th student following'; repeating this in all relevant course sections)
☐ **Stratified Sample** (more complex, consult with an LAC coach if you need assistance)
☐ **Cluster Sample** (students are selected randomly from meaningful, naturally occurring groupings (e.g., SES, placement exam scores, etc.)
☐ **Voluntary Response Sample** (students submit their work/responses through voluntary submission, e.g., via a survey)
☐ **Opportunity/Convenience Sample** (only a few instructors are participating in a project taught via multiple sections, so, only those instructors' students are included)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

***2J. Briefly describe the procedure you will use to select your sample (including a description of the procedures used to ensure student and instructor anonymity**. For example:*

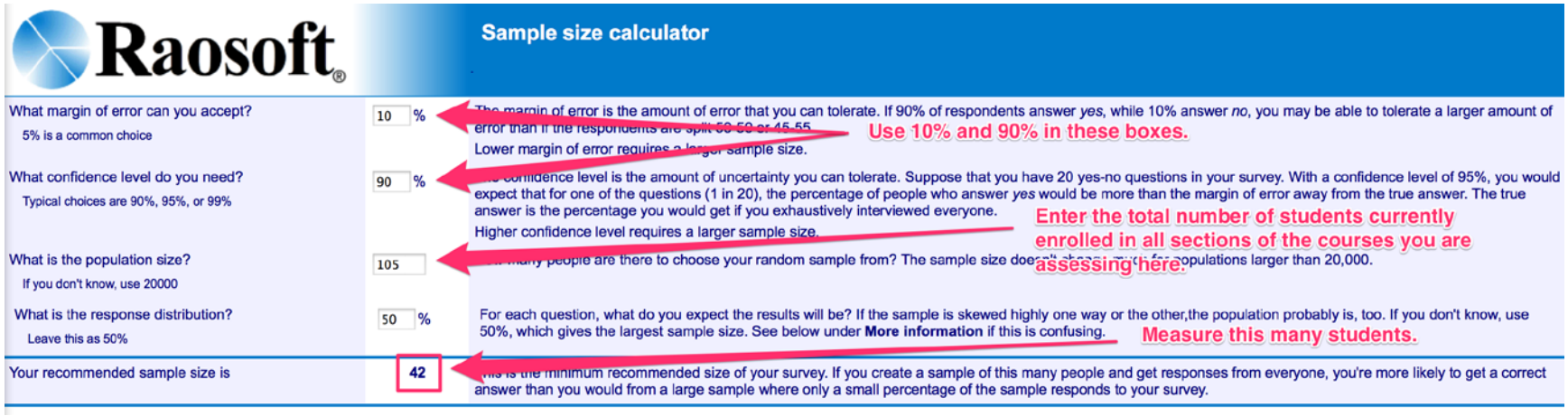
"We chose to use a random sample. We asked our administrative assistant to assist us in this process and she was willing. All instructors teaching course XXX will turn-in all student work to her by the 9th week of Winter Quarter. She will check that instructor and student identifying information has been removed. Our SAC decided we wanted to see our students' over-all performance with the rubric criteria. Our administrative assistant will code the work for each section so that the scored work can be returned to the instructors (but only she will know which sections belong to which instructor). Once all this is done, I will number the submitted work (e.g., 1-300) and use a random number generator to select 56 samples (which is the sample size given by the Raosoft sample size calculator for 300 pieces of student work). After the work is scored, the administrative assistant will return the student work to individual faculty members. After this, we will set up a face-to-face meeting for all of the SAC to discuss the aggregated results."

Final grades will be collected by accessing Banner and student names and G numbers will be deleted. Instructor anonymity will not be possible because course sections are taught by specific instructors.

2K. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: http://www.raosoft.com/samplesize.html (see screen shot below). ***Estimate the size of the group you will be measuring (either your sample or your population size [when you are measuring all relevant***

students]). Often, this can be based on recent enrollment information (last year, this term, etc.):

All relevent students activily enrolled in the identified courses. This should be about 50 per term spread between all of the courses for a total of 150. These numbers are an estimate only and may move up or down based on enrollment.



3. Project Mechanics

3A. Does your project utilize a rubric for scoring? ☐ **Yes** ☒ **No**

If 'No', proceed to section B. If 'Yes', complete the following.

Whenever possible, multiple raters should always be used in SAC assessment projects that utilize rubrics or checklists. SACs have several options for ensuring that ratings are similar across each rater. The most time consuming option is for all raters to collectively rate and discuss each artifact until they reach 100% agreement on each score (this is called **consensus**). In most cases, SACs

should consider a more efficient strategy that divides the work (a norming or calibrating session). During a norming session, all raters participate in a training where the raters individually score pre-selected student work and then discuss their reasons for giving the scores they chose. Disagreements are resolved and the process is repeated. When the participants feel they are all rating student work consistently, they then independently score additional examples of student work in the norming session (often 4-6 artifacts). The ratings for these additional artifacts are checked to see what percentage of the scores are in agreement (the standard is 70% agreement or higher). When this standard is reached in the norming session, the raters can then divide-up the student work and rate it independently. If your SAC is unfamiliar with norming procedures, see the contact Michele Marden to arrange for coaching help for your SAC's norming session.

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

☐ **Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session

If you are using agreement, describe your plan for plan for conducting the "norming" or "calibrating" session:

☐ **Consensus** - all raters score all artifacts and reach agreement on each score

Though rarely used at PCC, some SACs might occasionally use the consistency measure for determining the similarity of their ratings. Consistency is generally only recommended when measuring student improvement – not for showing outcome attainment (which explains its rarity). See the Help Guide for more information. Check here if you will be using consistency calculations in this assessment.

☐ **Consistency*** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement – and then briefly describe your plan:

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the 'benchmark.'

☐ **Yes** (determined by faculty consensus – all instructors who currently teach the course)
☐ Yes (determined by only some of the instructors who currently teach the course)
☒ **Yes** (determined by alignment with an external standard: e.g., standards published by the discipline's professional organization)
☐ **Yes** (determined by post-requisite course expectations within PCC)

☐ **Yes** (determined by post-requisite course expectations for transfer institution)
☐ **Yes** (other). Describe briefly:
☐ **No**

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

The National Fire Protection Association ()NFPA) has set competencies for the courses which align with the Fire and Emergency Serices Higher Education standards, these are our bench marks. The independent test by International Fire Service Accredtition Congress bases it assessments on the same NFPA standards.

If no, what is the purpose of this assessment (for example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)?

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove identifying student information (and, when possible remove instructor identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. Please share your process for ensuring that all identifying information has been removed.

For the purpose of the LAC Assessment Report, student artifacts will retrieved from Banner and the G numbers will be removed by the person accessing Banner. Student identification for the external certification exam (2A), IFSAC testing, students are assigned a number by the registration system when they register for the exam. Instructors and evaluators will not be identified but because the courses are taught by specific instructors, it would be easy to identify.

3D. Will you be coding your data/artifacts in order to compare student sub-groups? ☐ **Yes** ☒ **No**

If yes, select one of the boxes below:

☐ **student's total earned hours** ☐ **previous coursework completed** ☐ **ethnicity** ☐ **other**

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for:

*3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater*

reliability. If you feel only one rater is feasible for your SAC, please consult with an LAC coach prior to submitting your plan/conducting your assessment.

Other groups may be appropriate depending on the assessment. Check all that apply.

- ☒ PCC Adjunct Faculty within the program/discipline
- ☒ PCC FT Faculty within the program/discipline
- ☐ PCC Faculty outside the program/discipline
- ☐ Program Advisory Board Members
- ☐ Non-PCC Faculty
- ☐ External Supervisors
- ☐ Other:

End of Planning Section – Complete the remainder of this report after your assessment project is complete.

Appendix 2A. Assessment Context-External Certification Exam.

Sample exam questions for Firefighter I, Firefighter II, and Hazardous Materials: Awareness and Operations.

Describe dangerous building conditions created by a fire or by actions taken while trying to extinguish a fire.

What is fire load? (152)

A. The length of time a building will take to burn completely
B. The amount of heat produced in an area when flashover occurs
C. The maximum heat that can be produced if all the combustible materials in a given area burn
D. A designation based on type of construction, age of building, and amount of combustible furnishings in a building

.Which of the following contributes to the spread and intensity of a fire? (153)

A. Roof supports
B. Roof coverings
C. Location of exits
D. Location of hydrants

Which of the following conditions make a building susceptible to collapse? (153)

A. Atmospheric conditions
B. Age of the building
C. Wooden floors and ceilings
D. Height of the building

Identify indicators of building collapse.

.Which of the following is an indicator of building collapse? (156)

A. Unusual creaks and cracking noises
B. Height of the building
C. Flames breaking through roof covering
D. Structural members falling from building

.Which of the following is NOT an indicator of building collapse? (155-156)

A. Walls that appear to be leaning
B. Structural members separating from roof
C. Amount of smoke coming from the building
D. Structural members that appear to be distorted

List actions to take when imminent building collapse is suspected.

.Which of the following is NOT an action to be taken when imminent building collapse is suspected? (156)

A. Exit the building.
B. Clear the collapse zone.
C. Place a manned master stream device in the collapse zone.
D. Inform Command and others inside the building of the situation

The type of protective clothing that provides the greatest level of protection against an Haz Mat IDLH atmospheres is:

a. structural fire fighting protective clothing.
b. proximity suits.
c. fire entry suits.
d. fully encapsulated chemical suit with 5 minute escape bottle.

The primary goal of containing/confining the release of a hazardous material is to:

a. to minimize the amount of time that the clean up company has to spend to recover the product.
b. to minimize or prevent harm from occurring to the environment or property.
c. meet the fire department's obligation as a hazardous material response agency as mandated by FEMA.
d. instill in the public the confidence that the fire department has everything under control.

To stop the flow of the material from its original container is know as:

a. constriction
b. containment
c. confinement
d. incarceration

To restrict the spread of an already released hazardous material refers to:

a. constriction
b. containment
c. confinement
d. incarceration

Containment procedures conducted by emergency responders will usually be defensive in nature. Offensive procedures taken by Operation trained personnel will be based on:

a. where, when, who and how.
b. what, where, when, how much
c. how bad is the material, effected exposures, how long has it been there, where is it going.
d. the amount, the location, the time of day, the level of training of personnel and the available resources or equipment.

Appendix 2B. How will you score/measure/quantify student performance?

The following Skill sheets are used to assess student competency in the identified skill. These are samples of the 52 skill sheets that are used in FP 111, FP 112, and FP 123. These skill sheets mimic what students will encounter when they participate in the External Certification Exam sponsored by the International Fire Service Accreditation Congress (IFSAC).

Appendix 2B. How will you score/measure/quantify student performance?

Portland Community College
Firefighter I - Skills Assessment
Skill Sheet #1

DON AND DOFF PERSONAL PROTECTIVE CLOTHING

JPR: NFPA 1001-2008, Section 5.3.2.

Reference: IFSTA, *Essentials of Fire Fighting*©, 5th edition, 2008.
Skill SHEETS: 5-I-1 (pp. 215 – 217) and 5-I-2 (p. 218)

Candidate Equipment Required: Full Personal Protective Clothing and SCBA.

Evaluator Equipment Required: Stopwatch.

Read To Candidate:
For this skill event, ***you will be required to don personal protective clothing within one (1) minute***. The method and exact sequence of donning the personal protective clothing is not graded. When you have completed all donning procedures, clap your hands and I will stop your time. Once you have clapped your hands indicating you are done, do not touch your gear until I have checked it. You will start this event wearing your event uniform and shoes. Once you have been checked, you are required to doff the personal protective clothing and prepare it for reuse.

The donning portion of this skill is a timed event. To pass this station, you must successfully complete 100% of the critical steps (steps in **BOLD**) and a majority of the non-critical steps (steps in *ITALICS*). You must complete the donning portion within the allotted time. The doffing portion is not timed.

P-Pass / F-Fail:

1st Attempt	2nd attempt	
____	____	**1. Donned boots, turnout pants, and suspenders.** *All fasteners secured.*
____	____	**2. Donned protective hood.**
____	____	**3. Donned turnout coat.** *All fasteners (including collar) secured.*
____	____	**4. Donned helmet.** *Chin strap secured.*
____	____	**5. Donned gloves.**
____	____	**6. Donned PPE within one (1) minute.**
END TIME HERE		
____	____	**7. Doffs PPE and prepares for reuse.** (***Not timed***.)

Candidate's Name: _____ Station: P ____ F ____ (1st Attempt) P ____ F ____ (2nd attempt)

Evaluator's Signature: _____

Portland Community College
FP 111 – Firefighter I Skills Academy
Skill Event #1

PERFORMANCE STEPS

Don and Doff Personal Protective Clothing

Prerequisite/Requisite Competency: NFPA 1001-2008, Section 5.1.2.

Required Candidate Equipment: Full Personal Protective Clothing and SCBA.

Required Instructor Equipment: Stopwatch.

Donning:

Step 1: Don pants and boots including suspenders.

Step 2: Don hood with head through face opening.

Step 3: Don coat with all closures secure and collar up.

Step 4: Don helmet (make sure ear flaps are down) and tighten chin strap.

Step 5: Don gloves.

Time stops at this point!

Doffing:

Step 6: Remove protective clothing.

Step 7: Inspect PPE for damage and need for cleaning.

Step 8: Clean equipment as needed or remove from service if damaged.

Step 9: Place protective clothing in a ready state.

Portland Community College
Firefighter II - Skills Assessment
Skill Sheet #1

UTILIZE AN INCIDENT MANAGEMENT SYSTEM

Task/Skill: NFPA 1001-2008 edition, Section 6.1.2, JPR

Reference: IFSTA, *Essentials of Fire Fighting* © 5th edition, 2008
Skill SHEET: 15-II-3 (p. 821)

Required Candidate Equipment: Full Personal Protective Clothing

Required Instructor Equipment: Fire Department Radio and Simulated Incident

Read To Candidate:

For this skill event, you will be required to function as the company officer of the first arriving company, implement an Incident Management System (IMS), and utilize the IMS throughout the event, given a simulated incident, and human and physical resources.

This is not a timed event, but you should complete the assignment as expeditiously as possible. To pass this station, you must successfully complete 100% of the critical steps (steps in **BOLD**) and a majority of the non-critical steps (steps in *italics*).

P-Pass / F-Fail

1st Attempt	2nd attempt	
_____	_____	*1. Determined the need for command.*
_____	_____	**2. Sized up the incident.**
_____	_____	**3. Communicated size-up results to dispatch and/or incoming units.**
_____	_____	4. **Identified incident priorities, strategies, and objectives.**
_____	_____	*5. Requested additional resources (if required).*
_____	_____	**6. Organized & coordinated an IMS.**
_____	_____	**7. Transferred command.**
_____	_____	**8. Provided briefing to senior officer who is assuming Command.**
_____	_____	*9. Functioned in assigned role after transfer of command.*

Candidate's Name: _____ Station: P ____ F ____ (1st Attempt) P ____ F ____ (2nd attempt)

Evaluator's Signature: _____

Portland Community College
FP 112 – Firefighter II Skills Academy
Skill Event #1

PERFORMANCE STEPS

Utilize an Incident Management System

Prerequisite/Requisite Competency: NFPA 1001-2008, Section 6.1.2 and DPSST Task Book-2008, 6.1.2

Required Candidate Equipment: Full Personal Protective Clothing

Required Instructor Equipment: Fire Department Radio and Simulated Incident

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PERFORMANCE STEPS:

Step 1: Size-up incident scene on arrival.

Step 2: Transmit initial report over radio.

Step 3: Establish incident command.

Step 4: Identify incident objectives and strategies.

Step 5: Assign available resources to tasks

Step 6: Request additional resources as required.

Step 7: Monitor progress of assignments.

Step 8: Maintain situational awareness of incident by evaluating fire and structural conditions.

Step 9: Provide briefing to officer who is assuming command – transfer command.

Step 10: Assume responsibilities as assigned by the new incident commander.

Portland Community College
FP 123 – Haz Mat Awareness/Operations
Skill Event #2

EMERGENCY DECONTAMINATION

Competency: NFPA 472-2008, Sections 5.1.2.2(3)(e) & 5.4.1(4) and DPSST Operations Level Responder Task Sheets-2010, Sections 5.1.2.2(3)(e) & 5.4.1(4).

Reference: IFSTA, *Hazardous Materials for First Responders,* 3rd edition©, 2004, pp. 379 – 380.
DOT, *Emergency Response Guidebook,* 2008. p. 355 and 356 – 364.

Required Candidate Equipment: Structural PPE ensemble, SCBA.

Required Instructor Equipment: Victim, water, hose line, scrub brush, buckets, and soap & water or 0.5% hypochlorite solution.

Read To Student:
At this station, you will be given a simulated victim who has been exposed to a hazardous material and requires emergency decontamination. You will be required to direct the victim from the contaminated area and perform emergency decontamination. During this test, you will not be responsible for contamination of property or the environment as a result of run-off from emergency decontamination. You will simulate cutting away clothing. If the simulated victim is a fire service responder, you must direct the person to remove their PPE and SCBA and then simulate cutting away the person's clothing. After completing emergency decontamination, the simulated victim should be directed to medical personnel for follow-up.

Your assignment will be completed when you communicate appropriate information to medical personnel and the Incident Commander. The evaluator will serve as both the medical personnel and Incident Commander. To pass this station, you must successfully complete 100% of the critical steps (steps in **BOLD**) and a majority of the non-critical steps (steps in *italics*).

P-Pass / F-Fail

1st Attempt	2nd attempt		
____	____	*1.*	*Confirmed order to establish emergency decon.*
____	____	**2.**	**Removed victim from contaminated area.**
____	____	*3.*	*Positioned hose line up-hill and up-wind.*
____	____	**4.**	**Flushed victim with copious quantities of water.**
____	____	**5.**	**Rapidly removed victim's clothing and/or PPE.**
____	____	**6.**	**Flushed victim again with copious quantities of water.**
____	____	**7.**	**Transferred victim to medical personnel.**
____	____	*8.*	*Emergency decon personnel were flushed with copious quantities of water.*
____	____	*9.*	*Emergency decon personnel removed PPE and SCBA.*
____	____	**10.**	**Isolate and deny entry to emergency decon area and decon water run-off area.**
____	____	*11.*	*Report completion of assignment.*

Candidate's Name: _____ Station: P ____ F ____ (1st Attempt) P ____ F ____ (2nd attempt)

Evaluator's Signature: _____

Portland Community College
FP 123 – Haz Mat Awareness/Operations
Skill Event #2

PERFORMANCE STEPS

Emergency Decontamination

Competency: NFPA 472-2008, Sections 5.1.2.2(3)(e) & 5.4.1(4) and DPSST Operations Level Responder Task Sheets-2010, Sections 5.1.2.2(3)(e) & 5.4.1(4).

Required Candidate Equipment: Structural PPE ensemble, SCBA.

Required Instructor Equipment: Victim, water, hose line, scrub brush, buckets, and soap & water or 0.5% hypochlorite solution.

Step 1: Confirm order to establish emergency decontamination (decon).

Step 2: Don PPE and SCBA.

Step 3: Remove the victim from the contaminated area.

Step 4: Determine wind direction and slope of terrain.

Step 5: Deploy hose line for emergency decon to a position up-wind and up-hill from the victim.

Step 6: Immediately flush any exposed body parts with copious quantities of water.

Step 7: Remove victim's clothing and/or PPE rapidly – cut clothes away cutting from the top down.

Step 8: Flush victim from head-to-toe beginning with the head using copious quantities of water.

Step 9: Transfer victim to medical personnel for assessment, treatment, and definitive decon by hospital personnel, if required.

Step 10: If decon personnel were potentially cross-contaminated, decon the decon personnel using copious quantities of water.

Step 11: Potentially cross-contaminated decon personnel remove PPE and SCBA.

Step 12: Isolate and deny entry to emergency decon area and decon water run-off area.

Step 13: Report completion of assignment to command.

Appendix 3B. Have Performance Bench Marks been specified?

FP 111 Bench Marks:

- Demonstrate basic knowledge of the organization of the fire department.
- Demonstrate basic knowledge of the critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program.
- Demonstrate the ability to don personal protective clothing within one minute; doff personal protective clothing and prepare for reuse.
- Demonstrate basic knowledge and skills in initiating responses, receiving telephone calls, and using fire department communications equipment to correctly relay verbal or written information.
- Demonstrate basic knowledge and skills in use of Self Contained Breathing Apparatus (SCBA) during emergency operations.
- Demonstrate basic knowledge and skills to hoist tools and equipment using ropes and the correct knot; tie a bowline, clove hitch, figure eight on a bight, half hitch, becket or sheet bend, and safety knots.
- Demonstrate basic knowledge and skills to operate in established work areas at emergency scenes
- Demonstrate basic knowledge and skills to carry ladders, raise ladders, extend ladders and place the ladder to avoid obvious hazards.
- Demonstrate basic knowledge of principles of fire streams; types, design, operation, nozzle pressure effects, flow capabilities of nozzles and the application of each size and type of attack line.
- Demonstrate basic knowledge and skills to perform horizontal and vertical ventilation on a structure, as part of a team.
- Demonstrate basic knowledge and skills to overhaul a fire scene and ensure fire cause evidence is preserved.

FP 112 Bench Marks:

1. Describe preventative maintenance used for fire service ladders and demonstrate basic skills in the safe and proper methods for carrying and raising ladders.
2. Describe salvage practices and demonstrate as an individual, and as a team member, salvage throws and the construction of catch-alls.
3. Describe the importance of proper overhaul practices and how it relates to the total mission of fire suppression.
4. Describe the importance of ventilation and how it relates to rescue and fire suppression activities.

FP 123 Bench Marks:

- Analyze hazardous materials incidents.
- Detect the presence of hazardous materials.

- Survey the hazardous materials incident from a safe location, identify container & material types.
- Collect hazard and response information.
- Initiate the notification process.
- Predict the behavior of a material and its container.
- Estimate the potential harm and level of risk.
- Determine response objectives and defensive options.
- Determine appropriate personal protective equipment (PPE) requirements.
- Implement a planned response, scene control, incident management system.
- Initiate protective actions, utilize PPE, and perform defensive controls.
- Evaluate and communicate the results of response actions.