
Due Date: 20 June 2014

Submit completed forms and all attachments to learningassessment@pcc.edu

Subject Area Committee Name: Fire Protection

Contact Person

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Which degree/certificate outcome will be described in this report for the Focal Outcome Analysis?

Students who complete this certificate should be able to: meet the fire-related performance objectives in NFPA 1001, Standard for Fire Fighter Professional Qualifications, Fire Fighter I and II, which include:

(a) Perform duties safely and effectively in accordance with the fire department organizational structure
(b) Communicate effectively with the general public, crew members, supervisors, and other emergency responders
(c) Operate safely and effectively on an emergency scene
(e) Perform prevention, preparedness, and maintenance activities related to reducing the loss of life and property due to fire through hazard identification, inspection, and response readiness.

Please use a separate form for each outcome assessed for your Focal Outcome Analysis.

Information and Reminders:

- If you used rubrics/assignments/etc. in this project that were not attached to your Annual Plan for this project, please attach them to this report.
- If you have trouble completing this form, contact your SAC Assessment Coach for additional help. A list of coaches can be found at: http://www.pcc.edu/resources/academic/learning-assessment/sac-resources.html
- Due: June 20, 2014; Send to Learning Assessment Council: learningassessment@pcc.edu
- Subject Line of Email: End-of-Year Report (or EOY) for <your SAC name> (Example: EOY for MTH)
- File name: SACInitials_EOY_2014 (Example: MTH_EOY_2014)

- The End-of-Year (EOY) Report is the last assessment document due this academic year.
- For 2013-2014 a Multi-Year Plan (and Annual Plan) were due January 17, 2014, and the submissions are posted for each SAC.
the End-Of-Year Report should have results for the following:

1. **Summary Data**: The results for the degree/certificate outcomes identified on the Multi-Year Plan for this academic year. The Multi-Year Plan can be found at [http://www.pcc.edu/resources/academic/degree-outcome/CTEPlansandReports.html](http://www.pcc.edu/resources/academic/degree-outcome/CTEPlansandReports.html).
   Note: This is for non-TSA reporting. SACs who submit TSA data for the state do not need to submit the results again.

2. **Focal Outcome Analysis***: The results and interpretation for the two focal outcomes (and analysis) assess this year. A separate report should be given for each focal outcome.

For more information, see the CTE Overview given under Option 1 at [http://www.pcc.edu/resources/academic/learning-assessment/CTE-2013-2014-Info-Templates.html](http://www.pcc.edu/resources/academic/learning-assessment/CTE-2013-2014-Info-Templates.html)

*Focal Outcome Analysis is defined to be a thorough analysis 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).

### 1. Results for Summary Data for Degree/Certificate Outcomes

A. **Information about Summary Data is given** ☑ on this End-Of-Year Report ☐ on the other End-Of-Year Report

B. For the summary data on the degree/certificate outcomes identified for assessment for this academic year on the Multi-Year Plan, what type(s) of assessment were conducted?

Check all that apply

☑ State required Technical Skills Attainment (TSA)
☐ External exams/assessments
☑ Internal exams/assessments
☐ Employer assessments
End-Of-Year (EOY) Report for Assessment of Outcomes CTE

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<th>Other: Briefly describe:</th>
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C. Attach the results for the Summary Data.
Note: TSA data does not need to be resubmitted with this report.

Results attached?
- [x] Yes  - [ ] No

D. Give a very brief summary of any notable results for the Summary Data that are not described below in the Focal Outcome Analysis sections. If there are no notable results, please indicate this.

Summary Data for 1.C. A TSA report has been submitted and the following is a caption of that report. Of 107 students that participated in the FP 112 and FP 123 classes for academic terms Fall 2013, Winter 2014, and Spring 2014, 93 passed, 14 did not pass.

E. Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another situation). If the assessment process worked well, please indicate this.

The assessment processes went well. As a program related to an industry, we are committed to staying relevant and up to date with trends and requirements of that industry.

The rest of this End-Of-Year form refers to the Focal Outcome Analysis and Results.
2. Assessment/Re-Assessment Cycle for the Focal Outcome Analysis

For the Focal Outcome identified for this report, which core outcome(s) is it mapped to:
- Communication, professional competence, critical thinking, community and environmental responsibility, self reflection, cultural awareness

A. Which stage of the assessment/re-assessment cycle are you reporting on?
- ☒ Assessment Phase
- ☐ Re-Assessment Phase

Have there been any changes from the Annual Plan that was submitted earlier this year?
- ☒ Yes
- ☐ No

If you answered ‘Yes,’ briefly describe these changes below:
As part of the Fire Protection Program’s effort to obtain IFSAC accreditation, a site visit was conducted by representatives from IFSAC. The Final Action Report was submitted and recommended for accreditation upon completion of 4 requirements and 3 recommendations. None of the recommendations were assessment oriented. Two of the required actions involve course outcome modifications which will not impact assessment.

If there are major changes to the Annual Plan, please submit a revised plan (file name: <SAC Initials>RevAP_2014).

3. Results of the Focal Outcome Analysis of Assessment Project Data

A. Quantitative Summary of Sample/Population
What is the number of students you actually assessed in this project? 107
What is the size of the student population you intend to generalize your results to? 107

B. Did your project utilize a rubric for scoring?
- ☐ Yes
- ☒ No

If ‘No’, proceed to section C. If ‘Yes’, complete the following.
How was inter-rater reliability assured?
- ☐ Agreement – the percentage of raters giving each artifact the same/similar score in a norming session
- ☐ Consensus - all raters score all artifacts and reach agreement on each score
- ☐ Consistency* – raters’ scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
- ☒ Inter-rater reliability was not assured.

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:
C. Brief Summary of Your Results

If your project measured how many students attained an identified outcome at a specified level (e.g., demonstrated mastery of the outcome at the desired level), report the summary numbers below (choose one):

1. If you used frequencies (the actual number who attained the desired level and the actual number who did not), report those here:
   - Number who attained the desired level: 93
   - Number who did not attain the desired level: 14
   Then briefly share any other notable results from this assessment:
   The number of students who did not attain the desired level is approximately consistent from year to year.

2. If your project used percentages of the total to identify the degree of outcome attainment in this project, report that here:
   - Percentage of those who attained the desired level:
   - Total number of students assessed in this project:
   Then briefly share any other notable results from this assessment:

If option 1 or 2 above did not apply to your project, share your numerical results and a brief, verbal summary of them below:
D. If appropriate, attach a more detailed analysis (e.g., rubric scores, trend analyses, etc.) into an appendix to this document. Appendix attached? □ Yes □ No

E. SAC interpretation of the results: In Question 1c of the Annual Plan, important aspects of the core outcome were identified for your assessment. What did the SAC learn about your students’ attainment of these aspects of the core outcome?

Skills training assessment provides the student with extra training opportunities outside of the class period if they wish to improve their abilities. Knowledge assessment is conducted using a number of written exams which cover the necessary materials, a minimum of 2 times. The reasons that students did not attain the desired results were inconsistent. The reasons however, were not attributed to assessment.

F. Has all identifying information been removed from your documents? (Identifying information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.) □ Yes □ No

4. SAC Response to the Focal outcome Assessment Project Results

A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):
□ very well □ some small problems/limitations to fix □ notable problems/limitations to fix □ tools completely inadequate/failure

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

FP assessments are based on standards created at the national level by a body of individuals from the industry. It is our duty to interpret those standards into learning objectives and assessment procedures. To that end, the program is presenting instruction to the industries best practices. This means assessing the manipulative skills and requisite knowledge that will change.

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):
□ very well □ some small problems/limitations to fix □ notable problems/limitations to fix □ tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).
Conducting skill based assessment has always been an issue due to the hazardous nature of the work and environmental impact of such assessments. Other methods of assessment such as simulations are being used to ensure the safety of the students, however simulation programs are financially restrictive. As it stands now, entering into a better agreement with the outside agencies with training facilities that can be used, will ensure our ability to conduct meaningful training and assessment.

B. Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? ☒ Yes ☐ No

If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No,' detail why no changes are called for.

The results of this project are reflections of input from the International Fire Service Accreditation Congress site visit, changes that National Fire Protection Association will make to standards, Oregon Department of Public Safety Standards and Training, the Fire Protection Advisory Committee, and student survey's.

FP 121 content has been gradually undergoing changes to reflect findings by the NIST and FDNY while conducting live fire burns on Governor's Island. After observing students struggles with some very basic manipulative skills, a new class is under development to introduce students to basic chemistry and physics.

The IFSAC Final Action Report recommended that there be a logical sequence of courses each term so that students can move through the plan in an efficient manner. This has been implemented.

Coordinating instructional objectives to course outcomes in all master documents.

Provide program outcomes that are measureable to what students will possess upon completion of the degree.

If you are planning changes, when will these changes be fully implemented?

FP 121 is currently being upgraded and should be completed Spring 2015. The chemistry/physics class will be delivered Fall 2015.

Changing of the program outcomes should be done by June 2015.

5. Follow-Up Plan for the Focal Outcome

A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? (select all that apply)
B. Is further collaboration/training required to properly implement the identified changes?  ☑ Yes  ☐ No

If ‘Yes,’ briefly detail your plan/schedule below.

When the course content guide is finished in early 2015, it will be submitted to the Curriculum Committee, once it is approved, Degrees and Certificates will need to approve the additions to the degree.
The articulation agreement with Eastern Oregon University will be updated to reflect the changes in PCC’s program.
Off campus instructional areas have been identified and leases sign to allow PCC access.

C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

☐ follow-up project in next year’s annual report  ☐ on-going informal assessment
☒ in a future assessment project  ☐ other

If ‘other,’ please describe briefly below.

D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

The development and use of Skill Sheets booklets which are distributed to students in the FP 111, FP 112, and FP 123 classes enable to students to understand what will be assessed and how. These skill sheets are similar with what will be used in the independent IFSAC accreditation process.
The FP SAC understands the importance of accreditation to the program and the benefit it will have on the students seeking employment in the field. For accreditation to be and remain legitimate, there must be a consistent, relative, and robust assessment process that is flexible enough to change with the industry without having major logistical impact.