

## UNIT REPORT

**Fire & Emergency Services  
(MSFES) - Reviewer's Report -  
Academic Data**

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## Fire & Emergency Services (MSFES)

### Master of Science in Fire and Emergency Sciences (MSFES) mission

**Mission:**

The mission of the M. E. Rinker, Sr. School of Construction Management is to be the center of excellence for construction. The Rinker School will pursue this by: Promoting professional and ethical behavior in education and practice, Advancing the industry by creating new knowledge through research and scholarly activities, Educating individuals in principles, knowledge and skills required to be successful in their professional careers, and Providing service and transferring knowledge to the citizens of Florida, the construction industry, professional societies, the nation, and the world. The Rinker School will achieve this mission by fostering a core culture of value and quality. Aligning with the mission of the M.E. Rinker, Sr. School of Construction Management, the mission of this degree is to promote professional and ethical behavior in education and practice of fire and emergency sciences and educate individuals in principles, knowledge and skills required to be successful in their professional fire and emergency services careers. This mission directly supports the goals of the College of Design, Construction, and Planning's 2016 strategic plan, including addition of capabilities for Distance Education offerings. It also wholly supports the Teaching, Research and Scholarship, and Service mission of the University of Florida.

**Start:** 07/01/2017

**End:** 06/30/2018

### 2017-18 PG 1 Number of Enrolled Students

**Goal:** The goal is to enroll 16 students per semester.

**Evaluation Method:**

Count the number of enrolled students. Information drawn from department files/spreadsheets and university data.

**Results:**

The number of enrolled students was:

Summer 2017 11 students enrolled in 15 course enrollments.

Fall 2017 15 students enrolled in 24 course enrollments.

Spring 2018 11 students enrolled in 25 course enrollments.

**XOn Campus:**

**XProgram CIP:** 43.0203

**XOnline:** true

**XOther Site:**

**XIf Other Site:**

### 2017-18 PG 2 Number of courses completed

**Goal:** The goal is for a one semester course completion rate of 90%.

**Evaluation Method:**

Calculate the one semester course completion rate. Information drawn from university data and department spreadsheets.

**Results:**

The one semester course completion rates were:

Summer 2017 100%

Fall 2017 100%

Spring 2018 100%

**XOn Campus:**

**XProgram CIP:** 43.0203

**XOnline:** true

**XOther Site:**

**XIf Other Site:**

**2017-18 PG 3 Number of Graduates**

**Goal:** The goal is to graduate 8 students per year.

**Evaluation Method:**

Count the number of graduated students. Information drawn from university student records system (SASS).

**Results:**

The number of graduates during this period was (2 Summer, 2 Fall, 2 Spring) 6 students total.

**XOn Campus:**

**XProgram CIP:** 43.0203

**XOnline:** true

**XOther Site:**

**XIf Other Site:**

**2017-18 SLO 1 Communication Technology Systems**

**Outcome:**

Assess complex communication technology systems, both current and emerging, for disaster management. 80% of the students earn an 80% or higher

**SLO Area (select one):** Knowledge (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is a passing grade on the Final paper for FES 6705

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final paper: 80% of students will earn an 80 or higher.

FES 6705: Three students completed the final paper and three students passed the final paper requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 3

**How many students met the outcome?:** 3

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

## 2017-18 SLO 2 Application of Safety, Health, and Environmental Regulations

**Outcome:** Manage the application of safety, health, and environmental regulations relevant to disaster management.

**SLO Area (select one):** Knowledge (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is a passing grade on the Final Paper for FES 6736.

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final paper for FES 6736: 80% of students will earn an 80 or higher.

FES 6736: Seven Students completed the final paper and seven students passed the final paper requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 7

**How many students met the outcome?:** 7

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

## 2017-18 SLO 3 Leadership

**Outcome:** Assess leadership skills for disaster management.

**SLO Area (select one):** Knowledge (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is a passing grade on the final paper for FES 6806.

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final paper for FES 6806: 80% of students will earn an 80 or higher.

FES 6806: Five students completed the final paper and four students passed the final paper requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 5

**How many students met the outcome?:** 4

**What percentage of students met the outcome?:** 80

**Does this meet your threshold of acceptability?:** Yes

## 2017-18 SLO 4 Human Resource Management

**Outcome:** Organize human resources for disaster situations.

**SLO Area (select one):** Skills (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is a passing grade on the final paper for FES 6724.

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final paper for FES 6724: 80% of students will earn an 80 or higher.

FES 6724: Five students completed the final paper and five students passed the final paper requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 5

**How many students met the outcome?:** 5

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

**2017-18 SLO 5 Effective Organizational Management Skills**

**Outcome:** Formulate effective organizational management skills associated with disaster management.

**SLO Area (select one):** Skills (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is a passing grade on the final paper for FES 6736.

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final paper for FES 6736: 80% of students will earn an 80 or higher.

FES 6736: Seven students completed the final paper and seven students passed the final paper requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 7

**How many students met the outcome?:** 7

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

**2017-18 SLO 6 Effective Verbal and Written Communication**

**Outcome:** Create verbal and written communication as it relates to disaster management.

**SLO Area (select one):** Professional Behavior (Grad)

**Assessment Method:**

The desired level of achievement for this SLO is passing grade on the final Video presentation for FES 6705.

**SLO Not Assessed This Year:** false

**Results:**

The desired level of achievement is a passing grade on the final video presentation for FES 6705: 80% of students will earn an 80 or higher.

FES 6705: Three students completed the final video presentation and three students passed the final video presentation requirement. This does meet the criterion for the SLO.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 3

**How many students met the outcome?:** 3

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

### MSFES Programmatic Use of Results Item

**Program:** Fire & Emergency Services (MSFES)

#### Programmatic Use of Results:

The results of the Program Goals and Student Learning Outcomes for Academic Year 2017-18 were reviewed by The Rinker School Director Dr. Raymond Issa and FES Program Director Dr. Jeffrey Lindsey.

The MSFES program had a goal of 16 enrolled students each semester, during the 2017-2018 Academic Year the MSFES program enrolled 11 students for Summer 2017, 15 students for Fall 2017, and 11 students for Spring 2018.

The program had a goal of a one semester completion rate of 90 % and this was met each term with an average of 100% one semester course completion for the 2017-2018 Academic Year.

The target of graduates for the year was 8 students and the FES program conferred 6 Master's degrees over the 2017-2018 Academic Year. Which resulted in a 75% goal achievement.

Recruiting efforts have increased by attending state and national conferences - Fire Rescue East, EMS Today, Hurricane Conference both state and national, FDIC, Fire Rescue International, EMS World and IAEM. In addition, visits to Florida state colleges, fire chief meetings, and select meetings of fire, EMS, colleges outside the state. Based on review by the Department Director and Program Coordinator. The graduating bachelor students are also being recruited to continue on to the master program.

The course completions so far have not demonstrated an issue. Continued efforts will be maintained to continue this effort.

Continued effort will be made to increase enrollment, which in turn should increase graduates.

#### Program Results Not Reported This Year:

### MSFES Assessment Plan Detail Item

**End:** 06/30/2018

**Start:** 07/01/2017

**Providing Department:** Fire & Emergency Services (MSFES)

**Assessment Cycle (All AAPs):**

SLOs	Year	16-17	17-18	18-19	19-20	20-21	21-22
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
#3		X	X	X	X	X	X
<b>Skills</b>							
#4		X	X	X	X	X	X
#5		X	X	X	X	X	X
<b>Professional Behavior</b>							
#6		X	X	X	X	X	X

#### SLO Assessment Rubric (All AAPs):

Criteria for

evaluating written assignments

**Meets Expectations**

**Partially Meets Expectations**

**Fails to Meet Expectations**

**Comments**

<b>Content</b> (worth 70% of the assignment grade)	Addresses all aspects of assignment in sufficient depth	Addresses most aspects of assignment in sufficient depth	Does not address most aspects of assignment and/or fails to do so in sufficient depth
	Includes all components of the assignment	Includes most components of a the assignment	Includes some components of the assignment
	Demonstrates understanding and application of information	Demonstrates understanding of information, but fails to include application	Does not demonstrate understanding or application of information
<b>Organization</b>  (worth 10% of the assignment grade)	Introduction – is clear and understandable	Introduction – is somewhat clear and understandable	Introduction – is not clear and understandable
	Conclusion and recommendations follow logically from the body of the plan and bring closure to the plan	Conclusion and recommendations follow logically from the body of the plan but rather than bringing closure to the plan, it merely summarizes what has been previously stated	Conclusion and recommendations do not follow logically from the body of the paper nor do they bring closure to the paper
	Subsequent sections are labeled and complete	Most sections are labeled and complete	Some sections are labeled and complete
	Structure is clear, logical, and easy to follow; smooth transition between paragraphs which help maintain the flow of thought	Usually the structure is clear, logical, and easy to follow, with smooth transitions between paragraphs to help maintain the flow of thought	Sometimes the structure clear, logical, and easy to follow; seldom includes smooth transitions between paragraphs to help maintain the flow of thought
			Does not meet appropriate length
<b>Readability and Style</b> (worth 10% of the assignment grade)	Meets appropriate length		Does not meet appropriate length
	No major errors in spelling, punctuation, and grammar	Few errors in spelling, punctuation, and grammar	Numerous errors in spelling, punctuation, and grammar
	Paper is laid out effectively—uses headings and other reader-friendly tools	Paper is laid out effectively, but could make better use of headings and other reader-friendly tools	Paper is not laid out effectively; fails to use headings and other reader-friendly tools
	Paper is professional in appearance and demonstrates attention to detail; tone of voice is appropriate to the audience, content, and assignment	Paper is professional in appearance and demonstrates attention to detail; but tone of voice is inappropriate to the audience, content, and assignment	Paper is not professional in appearance and demonstrates a lack of attention to detail; tone of voice is inappropriate to the audience, content, and assignment
<b>Format and References</b>  (worth 10% of the assignment grade)	Title page complete	Title page incomplete or inaccurate	No title page

References required number of sources	Number of sources referenced is fewer than required	Does not include references to outside sources
All references cited correctly	Most references cited correctly	References not cited correctly

Total Points

Earned

<h2>Video Presentation Rubric</h2>				
	<b>Beginning</b> 1 – 12	<b>Developing</b> 13 - 24	<b>Accomplished</b> 25 - 37	<b>Distinguished</b> 38 - 50
<b>Content &amp; Organization –</b>  Is your project organized and documented?	Not organized.  Difficult to follow. Poor quality shows poor effort.	Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort.	Fairly well documented and organized. Format is easy to follow. Good explanation shows good effort.	Program shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent, well thought out explanation shows superior effort.
<b>Usefulness –</b>  Does your video stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?	Project's usefulness is in question. Does not inform; does not stay focused on the topic.	Project demonstrated development of computer technology; has problems staying focused on topic.	Project is focused and informative; promotes the use of computer technology to create the video to deliver information.	Project is focused and very informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.
<b>Creativity &amp; Elements of Design –</b> Is your video interesting? Did your choice of elements such as film clips, pictures, backgrounds, and transitions enhance the project?	Use of elements detracts from video. Too many or too gaudy graphics; transitions, too many clips, backgrounds and/or sounds detract from content. Pictures or video clips may be out of focus or "shaky".	Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some pictures or video clips may be out of focus or "shaky".	Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video clips or pictures are clear and in focus.	Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are in focus and of good quality. Smooth transitions are appropriate and aid in delivery of the presentation.
<b>Mechanics –</b> Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?	Includes five or more grammatical errors, sources are not documented.	Includes 3 – 4 grammatical errors, some sources are documented but not correctly.	Includes 2 – 3 grammatical errors, sources are documented and correctly and copyright law has been followed.	Grammar is correct; sources are documented correctly and copyright law has been followed.

<p><b>Oral Presentations Skills</b> – Did you respond to the questions by the students and instructor with ease?</p>	<p>Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction; mispronounced words; stopped or had long pauses; confused. Dress inappropriate.</p>	<p>Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction; mispronounced a few words; long pauses; somewhat confused. Dress is satisfactory but does not present professionalism.</p>	<p>Fairly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced work; made eye contact; introduced self and project. Respond to questions. Dress is appropriate and professional.</p>	<p>Well-rehearsed. Voice, eye contact and pacing hold interest and attentions of audience; introduced self and project. Responded easily to questions. Person has taken the extra step to look professional and act professional in the presentation.</p>
<p><b>Final Score</b></p> <p>80% of the students will receive a score of 125 or greater to pass. Any student with two or more scores less than accomplished grading category will receive a failing grade.</p>				

**Research (Graduate and Professional AAPs only):**

**Measurement Tools (Graduate and Professional AAPs Only):**

Criteria for evaluating written assignments

	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Fails to Meet Expectations</b>	<b>Comments</b>
<b>Content</b> (worth 70% of the assignment grade)	Addresses all aspects of assignment in sufficient depth	Addresses most aspects of assignment in sufficient depth	Does not address most aspects of assignment and/or fails to do so in sufficient depth	
	Includes all components of the assignment	Includes most components of a the assignment	Includes some components of the assignment	
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<b>Organization</b> (worth 10% of the assignment grade)	Introduction – is clear and understandable	Introduction – is somewhat clear and understandable	Introduction – is not clear and understandable	
	Conclusion and recommendations follow logically from the body of the plan and bring closure to the plan	Conclusion and recommendations follow logically from the body of the plan but rather than bringing closure to the plan, it merely summarizes what has been previously stated	Conclusion and recommendations do not follow logically from the body of the paper nor do they bring closure to the paper	
	Subsequent sections are labeled and complete	Most sections are labeled and complete	Some sections are labeled and complete	



Structure is clear, logical, and easy to follow; smooth transition between paragraphs which help maintain the flow of thought

Usually the structure is clear, logical, and easy to follow, with smooth transitions between paragraphs to help maintain the flow of thought

Sometimes the structure clear, logical, and easy to follow; seldom includes smooth transitions between paragraphs to help maintain the flow of thought

**Readability and Style** (worth 10% of the assignment grade)

Meets appropriate length

Does not meet appropriate length

No major errors in spelling, punctuation, and grammar

Few errors in spelling, punctuation, and grammar

Numerous errors in spelling, punctuation, and grammar

Paper is laid out effectively—uses headings and other reader-friendly tools

Paper is laid out effectively, but could make better use of headings and other reader-friendly tools

Paper is not laid out effectively; fails to use headings and other reader-friendly tools

Paper is professional in appearance and demonstrates attention to detail; tone of voice is appropriate to the audience, content, and assignment

Paper is professional in appearance and demonstrates attention to detail; but tone of voice is inappropriate to the audience, content, and assignment

Paper is not professional in appearance and demonstrates a lack of attention to detail; tone of voice is inappropriate to the audience, content, and assignment

**Format and References**

(worth 10% of the assignment grade)

Title page complete

Title page incomplete or inaccurate

No title page

References required number of sources

Number of sources referenced is fewer than required

Does not include references to outside sources

All references cited correctly

Most references cited correctly

References not cited correctly

**Total Points**

**Earned**

<b>Video Presentation Rubric</b>				
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<b>Creativity &amp; Elements of Design –</b> Is your video interesting? Did your choice of elements such as film clips, pictures, backgrounds, and transitions enhance the project?	Use of elements detracts from video. Too many or too gaudy graphics; transitions, too many clips, backgrounds and/or sounds detract from content. Pictures or video clips may be out of focus or "shaky".	Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some pictures or video clips may be out of focus or "shaky".	Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video clips or pictures are clear and in focus.	Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are in focus and of good quality. Smooth transitions are appropriate and aid in delivery of the presentation.
<b>Mechanics –</b> Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?	Includes five or more grammatical errors, sources are not documented.	Includes 3 – 4 grammatical errors, some sources are documented but not correctly.	Includes 2 – 3 grammatical errors, sources are documented and correctly and copyright law has been followed.	Grammar is correct; sources are documented correctly and copyright law has been followed.
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<b>Final Score</b>  80% of the students will receive a score of 125 or greater to pass. Any student with two or more scores less than accomplished grading category will receive a failing grade.				

**Assessment Timeline (Graduate and Professional AAPs only):**

SLOs	Year	16-17	17-18	18-19	19-20	20-21	21-22
	<b>Content Knowledge</b>						
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
#3		X	X	X	X	X	X
<b>Skills</b>							
#4		X	X	X	X	X	X
#5		X	X	X	X	X	X
<b>Professional Behavior</b>							
#6		X	X	X	X	X	X