

## Students Learning Outcome and Assessment Plan

Department/program: Fire Technology

Date: August 30, 2008

Course title/number: Fire Prevention Technology

Participating Faculty: CFTDA

Identified Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Define the national fire problem including causes, damages, and public and firefighter fatalities.
2. Identify the responsibilities and functions of the fire prevention bureau in relationship to the fire department organizational structure.
3. Identify local, state and federal fire prevention organizations and regulatory agencies.
4. Identify the minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.
5. Define the elements of pre-fire plans and elements of a plan review program.
6. Identify the laws, rules, codes, and other regulations relevant to fire prevention and the agencies or authority having jurisdiction.
7. Design a fire prevention media campaign including brochures, advertising, public service announcements and fire prevention collateral materials for adults and children.

Types of Assessment to be used:

SLO #1	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Define the national fire problem including causes, damages, and public and firefighter fatalities.	Written quizzes, matching tests, written lists for the purposes of identifying the national fire problem and its impact on fire fighters and the public.	Select a quiz or exam within the instructional period that focuses on the national fire problem and public and firefighter safety. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #2	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Identify the responsibilities and functions of the fire prevention bureau in relationship to the fire department organizational structure.	Written quizzes, matching tests, written lists and mock exercises for the purposes of identifying functions and relationships of the fire prevention unit.	Select a quiz, exam or mock exercise within the instructional period that focuses on fire prevention's role and relationship to the fire department organization as a whole. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #3	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Identify local, state and federal fire prevention organizations and regulatory agencies.	Written work such as essays and project papers for the for the purpose of identifying the relationship of federal, state and local fire prevention organizations and regulatory agencies.	Select a written assignment within the instructional period that focuses on governmental relationships and regulatory agencies. Evaluation of the assignment could include spelling, grammar, content, research methods and bibliography. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #4	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Identify the minimum professional qualifications at the state and national level for Fire Inspector, Fire Investigator, and Public Educator.	Written diagrams and lists for the purposes of identifying career tracks and qualifications for fire prevention employment.	Select a diagram or list within the instructional period that focuses professional skills and qualifications. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #5	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Define the elements of pre-fire plans and elements of a plan review program.	Written quizzes, matching tests, written lists, completing forms for the purposes of identifying structural components of building construction.	Select a quiz or exam within the instructional period that focuses on pre-fire plans and plan review. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #6	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Identify the laws, rules, codes, and other regulations relevant to fire prevention and the agencies or authority having jurisdiction.	Written quizzes, matching tests, written lists for the purposes of identifying regulations and regulatory jurisdictions involved in fire prevention technology.	Select a quiz or exam within the instructional period that focuses on regulations and the authority having jurisdiction. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.

SLO #7	Assessment Instrument(s)	Assessment Example:	Assessment Criteria
Design a fire prevention media campaign including brochures, advertising, public service announcements and fire prevention collateral materials for adults and children.	Written assignments and project work that demonstrate the students' ability to research, develop and write a fire prevention public education campaign.	Select a sample of written work. Evaluation of the assignment could include spelling, grammar and content. Measure the results against assessment criteria.	Success is achieved if 90% of students achieve the student learning outcome with a score of 80% or higher during the assigned "assessment" activity. Learning outcome is not achieved if these criteria are not met.