

# Fire Science - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

## Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

### Response to Previous Recommendations (if any):

No previous recommendations were available to respond to.

## Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

### Learning outcomes feedback from last review:

*Feedback will be provided once you have completed a full or mid-cycle review.*

### Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The most significant change in our Student Learning Outcomes data was a drop in students passing the IFSAC/ProBoard State of Alaska Firefighter I and II certification tests between 2020 and 2022.

Firefighter I:

2021 33 out of 43 passed 77%

2020 24 out of 36 passed 67%

2019 35 out of 44 passed 80%

Firefighter II

2021 12 out of 18 passed 67%

2020 18 out of 19 passed 95%

2019 24 out of 25 passed 96%

Potential cause of change:

-Adoption of an online blended course delivery

-COVID 19 Pandemic (Most students are front-line first responders working during the pandemic)

-Testing anxiety

Potential causation of the change in students passing these examinations was reviewed. Instructional staff, textbooks, skill sheets, and curriculum remained the same. The examinations remained the same. Students who failed the examination were interviewed as a part of this process. The majority of students who failed the examinations admitted to not reading all of the assigned work, not watching the recorded online lectures and/or using Quizlet to pass online examinations. All students who failed

indicated that they did not spend the time they should have for the course. A few students claimed testing anxiety or a learning disability needing accommodation.

Program response:

- In-person quizzes
- More in-person lectures with online options
- First-day introduction emphasizing how to study and prepare for quizzes and the State examination
- Reminding students throughout the course of the need to study and prepare for the examination
- Providing information on the UAF Disability Services Office and that we will work with students with reasonable accommodation letters

**Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:**

The State of Alaska Fire Standards Council sets the curriculum for the State of Alaska certification courses. The State has made no changes during this review.

**Are communication outcomes embedded in the SLOA Plan?**

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

## Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

### Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

### [Student Success Data Dashboard](#)

### Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

## Student Success Data Trends:

Equity gaps, Increase in degrees awarded, Decline in persistence, Decline in majors, Something else (use data explanation field to describe)

**If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.**

2022 Saw a drop in [REDACTED] graduates. Our program is largely dependent on student firefighters in local fire departments as they make up most of our majors. We saw several [REDACTED] students unable to pass the physical testing at fire departments which resulted in a drop in [REDACTED] in our program. 2022 Summer Fire Academy worked with the University Fire Department to offer morning physical training for all students to prepare for the physical testing. We will monitor the data trends with this change. During this reporting period, there was an upward trend in degrees awarded in 2020. Our program degrees awarded fluctuates based on students' employment in the fire departments. This trend follows the hiring cycle.

Of concern was a declining trend in persistence for [REDACTED] students. The [REDACTED] SCH load also dropped. Access to this data is new to our program and will be monitored. Typically, a fire department should be comprised of a 16% [REDACTED] workforce to be considered equitable. Our program has maintained at or above that level in majors.

The emergency services major has been replaced by fire science. The data reflects the last of the majors in emergency services graduating under that major in several areas.

There is an increase in [REDACTED] graduates in the fire major due to our marketing and recruitment in Washington high school fire science programs that are very diverse.

## Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

We will continue to assess and review ways to improve our student outcomes on the State certification examinations. There is little doubt that our students working as first responders and full-time students during the COVID-10 Pandemic presented challenges unique to this program. Many students are expressing burnout and a lack of motivation post-COVID-19. Our program will continue to seek new ways to motivate students and reinforce the need to meet the academic requirements for employment certifications.

Physical training will be provided during the summer fire academy to all students to help prepare them for the fire department employment physical test. This may help increase the number of students passing that test.

## High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

## Previous Feedback

*Feedback will be provided once you have completed a full or mid-cycle review.*

**High-Impact Practices Used in this Program**

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

**High Impact Practices that currently apply to your program:**

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|--------------------------------------------|
| Internships, Capstone Courses and Projects |
|--------------------------------------------|

**Other or None of these (explain)**

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## Submission

**Submitter & Collaborator Names**

|                                             |
|---------------------------------------------|
| John George<br>Tyler Bones<br>Keith Swarner |
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**Submitter Email**

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| jgeorge@alaska.edu |
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## College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

### Overall Recommendations

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### Explanation of Recommendations

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### Student Learning Outcomes Assessment Feedback (tags)

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|---------------------------------------------------------------------------|
| Strong alignment with SLOA plan,"Clear, concise presentation of findings" |
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### Student Learning Outcomes Assessment Feedback (narrative)

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| The SLOA should be updated with the current program title and current student learning outcomes that are used for assessment. Within the high impact practices description, it is mentioned that FIRE F220 “continues to be a capstone.” This would be an excellent SLO to have listed within the SLO plan, with explanation of how this capstone is assessed consistently. |
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### Profile Feedback

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### Financial Feedback

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### Student Success & Equity Feedback

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| The committee appreciates the reflective discussion regarding the drop in [REDACTED] graduates as well as the active steps that have been taken to monitor and improve the situation for students. Thank you for explaining the trend that shows fluctuation based on degrees awarded. This makes good sense and being aware of trends like these provides opportunities for recruitment during high times of need. |
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### High-Impact Practices Feedback

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| The program supports some high impact practices. Overall, university field internships are widely viewed as a high impact practice. Such practices tend to be high predictors of student learning and engagement. The Committee feels that reactivating the Firefighter internships will support positive learning experiences. |
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**UNIVERSITY OF ALASKA FAIRBANKS**  
**Student Learning Outcomes Assessment**  
 Emergency Services Program  
 2010/2011

| Expanded Statement of Institutional Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Intended Objectives/Outcomes                                                                                                                                                                                                                                                                                                                                                      | Assessment Criteria and Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Implementation (what, when, who)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>MISSION STATEMENT:</b></p> <p>The Emergency Services program provides students with vocational, technical, career training and education that is responsive to the need of community fire departments and other related fields of emergency services.</p> <p><b>GOAL STATEMENT:</b></p> <p>*To make students the most attractive candidates for job openings and promotions within the Emergency Services and related fields.</p> <p>* Provide a unique learning environment where students can obtain a combination of high quality classroom education, hands-on training, and practical vocational experience through numerous fire and rescue organizations.</p> <p>* Be responsive to the needs of communities, industry and government throughout Alaska, Canada and the United States.</p> | <p>1. Students who complete an A.A.S. Degree in Emergency Services will possess the skills and basic working knowledge of the diverse aspects of municipal fire, wildland fire, emergency medical services and/or hazardous materials control to become the most attractive candidates for entry level positions and promotions within emergency services and related fields.</p> | <p>1a. Graduates will secure employment in emergency services or a closely related field or go on for additional education, training, or experience within one year.</p> <p>1b. Students will satisfactorily complete the State of Alaska/International Fire Service Accreditation Congress certification in one or more of the following:<br/>           Firefighter I<br/>           Firefighter II<br/>           Rapid Intervention Technician</p> <p>Or</p> <p>The National Wildfire Coordinating Group (NWCG) standardized testing.</p> <p>1c. Students will demonstrate knowledge of the Incident Command System (ICS) through standardized testing in relevant courses</p> | <p>1a. Administration and analysis of the results of the Outcome Assessment Graduate Questionnaire demographics will be conducted by the Program Head or designee who will disseminate results to the Emergency Services faculty on an annual basis.</p> <p>1b. State of Alaska test results will be collected and reviewed by the Program Head on an annual basis.</p> <p>Or</p> <p>NWCG test results will be collected by instructors and submitted to the Program Head</p> <p>1c. Instructors will collect ICS test results in selected courses and submit results to Program Head.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>2. Students will satisfy employer expectations in communication, critical thinking, computation, human relations, vocational experience, physical fitness, and manipulative skills necessary for professionals in emergency services or closely related fields.</p>                                                                                                            | <p>2. A survey will be conducted with graduates to determine if they have secured employment in emergency services or utilized their education to pursue additional education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>2. Survey results will be reviewed on an annual basis by the Program Head.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>3. Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.</p>                                                                                                                                                                                                                                              | <p>3. Student outcomes provided by core curriculum faculty in ENGL 111X, ENGL 211X or 213X, COMM 131/141X, DEVM 105X, and ANTH or SOC 100X</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>3. Program Head will annually consult with listed programs every spring to verify that student outcomes meet program requirements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |