

Crafton Hills College - Outcomes Assessment Report

Course: PSYCH-127X2

Term: 2011 Spring

Emergency Management: Decision Making and Problem Solving

1. Learning Outcomes Statement

CLARIFY AND CONTRAST DIFFERING APPROACHES TO DECISION MAKING AND PROBLEM SOLVING. An online assessment and program was used to assess this quantitative learning outcome. The assessment had multiple components the student was required to successfully complete in order to be issued a completion certificate by the Federal Emergency Management Agency. The assessment was inclusive and included both process and actions to decisions making and problem solving. The assessment included the following four (4) content areas: decision making process, decision making styles and attributes, ethical decision making and problem solving, and decision making in an emergency.

2. Means of Assessment (Measurement Method)

The evidence was the number of students who completed the item (FEMA / IS-241 certificate) successfully. One hundred (100%) percent of the student enrolled in the course (n=30) at the final examination process were reviewed for the data collection (certification) process. This is a significant data pool for the assessment of the student learning outcome. One hundred (100%) of the PBSF 127 / PSYCH 127 students (n=30) were assessed. Ninety (90%) percent of the total (n=27) met the specified criteria. Ten (10%) percent of the total (n=3) did not meet the specified criteria. Included in the group of students who did not meet the criteria were three (3) students who did not attempt the final or have elected for the grade of "F" in the course. Reflecting on the failing students (n=3), this data is consistent with their classroom performance. All three of the students who did not meet the criteria specified were also consistently weak students. Specifically, out of the one-thousand points possible in the class one student scored 100 / 1000, one student scored 250 / 1000 and the third student scored 600 /1000. It would not be expected that these three students would be successful in the final learning measure. The successful outcome of higher than eighty (80%) is the expected standard in the discipline. This measure is only a cognitive measure. No adaptive measure was assessed by this event, nor expected in the course materials or certification.

3. Criteria for Success (Benchmark)

The successful outcome of higher than eighty percent(80%) is the expected standard in the emergency services or public safety discipline.

4. Summary of Evidence

One hundred (100%) of the PBSF 127 / PSYCH 127 students (n=30) were assessed. Ninety (90%) percent of the total (n=27) met the specified criteria. Ten (10%) percent of the total (n=3) did not meet the specified criteria. Included in the group of students who did not meet the criteria were three (3) students who did not attempt the final or have elected for the grade of "F" in the course. Reflecting on the failing students (n=3), this data is consistent with their classroom performance. All three of the students who did not meet the criteria specified were also consistently weak students. Specifically, out of the one-thousand points possible in the class one student scored 100 / 1000, one student scored 250 / 1000 and the third student scored 600 /1000. It would not be expected that these three students would be successful in the final learning measure.

5. Use of Results (Implications for Program Improvement & Planning)

This is the third semester that this course has been offered. This assessment establishes a consistently high success rate. A formal after action review (qualitative) will be conducted May 20, 2011 and that process may yield more information not available at this writing using only the quantitative assessment. The results of this measure continue to meet and exceed industry standards for emergency services and related fields. The instructional materials, concepts, and construction meet the student's technical competencies necessary to successfully complete a FEMA / IS 241 certification in emergency management and decision making. The data reflects a good continuing pass rate and student assessment of learning outcomes. No curricular or instructional changes are necessary. However it will be important to draw a relationship to other student needs or comments after the formal after action review process and all qualitative data is captured on May 20 , 2011. That additional measure will not have influence on the numerical values established.