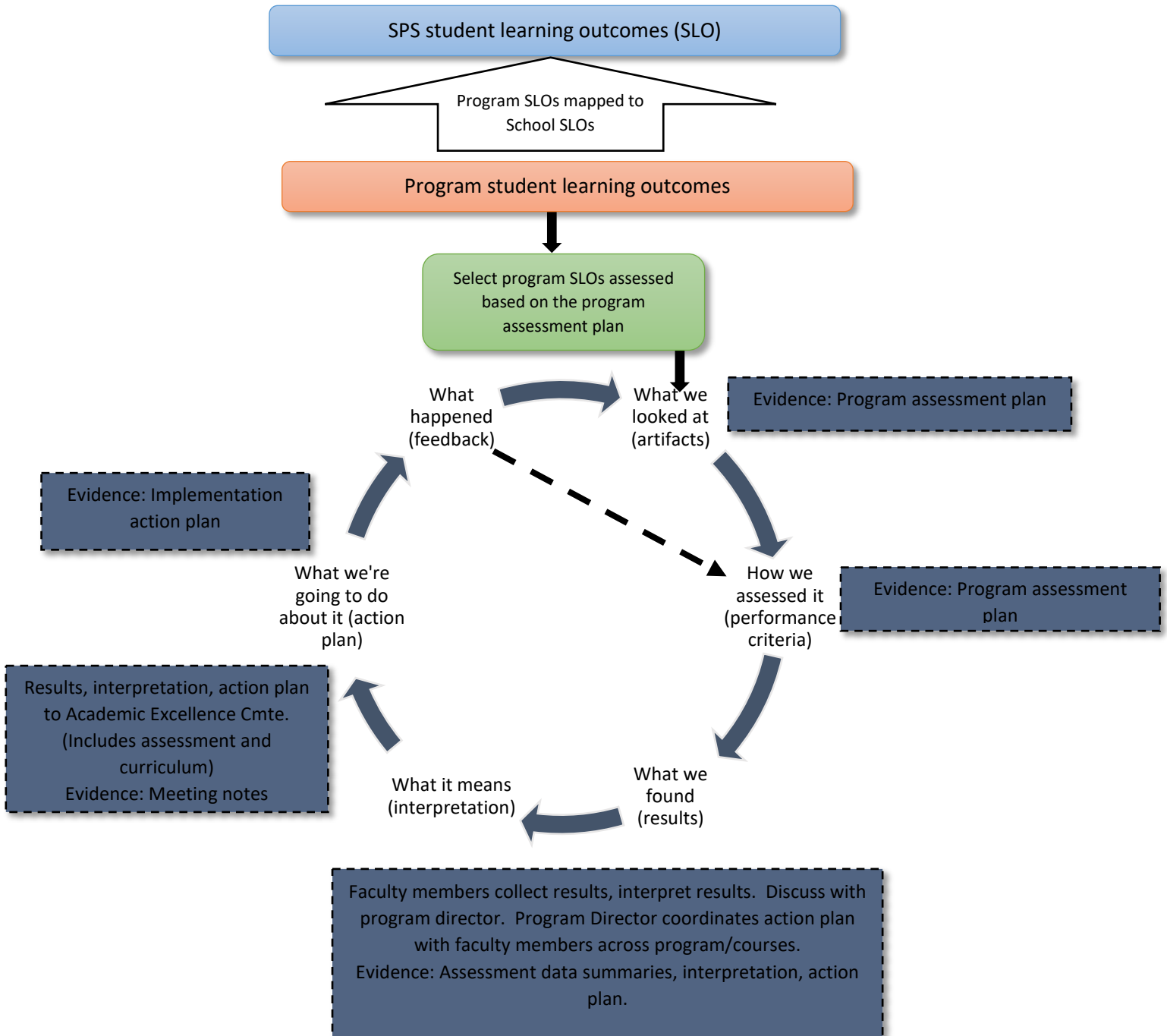


**Saint Louis University School for Professional Studies  
Program Assessment Model**

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.



## Program Assessment Plan

**Program:** Emergence Management

**Department:** N/A

**College/School:** School for Professional Studies

**Date:** 7-1-2018

**Primary Assessment Contact:** Shawn Steadman

**Note:** Each cell in the table below will expand as needed to accommodate your responses.

#	<b>Program Learning Outcomes</b> What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> <li>▪ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<b>Assessment Mapping</b> From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	<b>Assessment Methods</b> What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> <li>▪ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> Please note if a rubric is used and, if so, include it as an appendix to this plan.	<b>Use of Assessment Data</b> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Comprehend emergency management and homeland security principles that impact local, regional, national and global communities.	EMGT1500 SSI2000 EMGT4830 SSI4090	1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods. 2. Exit survey completed by students at end of degree.	Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

			3. The Capstone Projects completed in EMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.	
2	Examine the professional role of the emergency manager.	EMGT1500	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. The Capstone Projects completed in EMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
3	Evaluate methods used to develop policies for emergency management and homeland security.	EMGT1600 EMGT1710 SSI2000 EMGT4810 EMGT2900	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. The Capstone Projects completed in EMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>

4	Describe the interconnectedness of agencies and organizations involved in emergency management and homeland security.	EMGT1600 EMGT2900	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. The Capstone Projects completed in EMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
5	Apply the fundamental principles of emergency management across its core phases of mitigation, preparedness, response and recovery.	EMGT1600 EMGT1710 EMGT4810 EMGT2900	<p>1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree.</p> <p>3. The Capstone Projects completed in EMGT4960 will be evaluated by the Program Director at the end of each capstone offering using a three-point rubric. Comments and recommendations will be recorded.</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>

**Additional Questions**

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

### Program Assessment Schedule

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The following schedule provides an annual timeline for assessing the program’s student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

	SLO1	SLO2	SLO3	SLO4	SLO5
<b>AY 2021-22</b>			EMGT1600 EMGT1710 SSI2000 EMGT4810 EMGT2900	EMGT1600 EMGT2900	
<b>AY 2022-23</b>	EMGT1500 SSI2000	EMGT1500			
<b>AY 2023-24</b>			EMGT1600 EMGT1710 SSI2000 EMGT4810 EMGT2900	EMGT1600 EMGT2900	
<b>AY 2025-26</b>	EMGT1500 SSI2000	EMGT1500			EMGT1600 EMGT1710 EMGT4810 EMGT2900

### Program Curricular Map

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The curriculum map indicates where SLOs are introduced (I), reinforced (R), and evaluated. The map demonstrates how each course contributes to students’ meeting the SLOs and help ensures student learning is designed to scaffold from initial introduction to the knowledge/skills/attitudes (KSA), to the opportunity to apply the KSAs to different situations, to evaluation of student’s degree of achievement of each SLO.

**Emergency Management  
Undergraduate Degree Student Learning Objectives**

	1. Comprehend emergency management and homeland security principles that impact local, regional, national and global communities.	2. Examine the professional role of the emergency manager.	3. Evaluate methods used to develop policies for emergency management and homeland security.	4. Describe the interconnectedness of agencies and organizations involved in emergency management and homeland security.	5. Apply the fundamental principles of emergency management across its core phases of mitigation, preparedness, response and recovery.
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Emergency Management Core (45 Credits)					
EMGT 1500 – Fundamentals of Emergency Management	I	I			
EMGT 1600 – Managing natural, man-made and technological Disasters			I	I	I
EMGT 1700 – Healthcare Coordination in High Impact Emergencies			R		R
SSI 2000 – Threat and Risk Assessment	R		R		
EMGT 2810 – Emergency Management Homeland Security Technologies			R		R
EMGT 2900 – Homeland Security Intermediate Practicum			R	R	R
SSI 3010 – Business Continuity and Impact Analysis			R		R
SSI 3300 – Integrated Risk Planning, Strategy and Compliance		R		R	
EMGT 3830 – Computer Modeling for Emergency Planning and Management	R				R
EMGT 3900 – Homeland Security Intermediate Practicum			R	R	R
SSI 4090 – Resilience, Recovery and Contingency	R				R
SSI 4500 – Financial & Regulatory Considerations in Risk Planning			R		R
EMGT 4760 Emergency Management in Practice		R			R
EMGT 4770 Disaster Exercise Design and Evaluation	R			R	
EMGT 4960 – Emergency Management Capstone Course	E	E	E	E	E
FEMA Independent Study Courses (15 CEUs)	E	E	E	E	E

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcome can be distinguished and evidence towards achievement reported.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.

