SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Emergency Management	Department: Emergency Management / SPS
Degree or Certificate Level: Graduate, Post-Graduate Certificate	College/School: School for Professional Studies
Date (Month/Year): Sept 2023	Primary Assessment Contact: Shawn Steadman
In what year was the data upon which this report is based collected? Academic year 2023	
In what year was the program's assessment plan most recently reviewed/updated? 2022	

1. Student Learning Outcomes
Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the actual learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Graduates will be able to employ research methodologies appropriate for the field of emergency management/homeland security (SLO1)
Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework. (SLO2)

2. Assessment Methods: Artifacts of Student Learning
Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

SLO 1
EMGT 5000 – Critical Decision Making in Emergency Management – Case Studies, Discussion Boards, Decision memos and Papers
EMGT 5100 – Advanced Emergency Management – Case Studies, Discussion Boards and Papers
EMGT 5200 – Current and Emerging Technologies in Emergency Management – Discussion Boards and Technology Projects
EMGT 5300 – Communications – Disasters and Media – Discussion Boards, Presentations and Papers

SLO 2
EMGT 5000 – Critical Decision Making in Emergency Management – Case Studies, Discussion Boards, Decision memos, and Papers
EMGT 5100 – Advanced Emergency Management – Case Studies, Discussion Boards and Papers
EMGT 5200 – Current and Emerging Technologies in Emergency Management – Discussion Boards and Technology Projects
EMGT 5300 – Communications – Disasters and Media – Discussion Boards, Presentations and Papers

**All courses were taught 100% online

3. Assessment Methods: Evaluation Process
What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Instructors were sent a survey at the end of their courses to collect data about student performance and artifacts used to assess learning outcomes. Data was then pulled from Qualtrics to analyze and make changes as needed to the assessment of learning outcomes.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Instructors reported that many of the artifacts had properly assessed student learning outcomes for their specific courses, but some minor adjustments might be needed; which will be explained further in section 5 of this report.

Most instructors used projects, case studies, papers, and final projects as their assessment tool and felt it was appropriate for the type of students in these classes. Findings showed:

1) Students were able to evaluate methods used to develop policies for emergency management and homeland security. They understood the phases and the importance of developing policies across a broad spectrum of private, local, state, and federal agencies.

2) The students developed a working knowledge of how agencies and organizations in both the public and private sectors must work together to fulfill the objectives of the Presidential Policy Directives for the United States of America.

3) Students were able to develop their own leadership philosophy and challenge their previous styles.

4) Students were able to analyze, assess, and utilize current technologies.

5) Students were able to prepare memos that presented their arguments to modify processes and improve outcomes.

6) Students were able to evaluate emergency management programs and determine their efficiency in all phases of emergency management.

7) Case studies/real-life scenarios in discussions and assignments were extremely helpful. Students expressed in their reflections how previous incident analysis helped them strengthen their knowledge and theory. During the discussions, students who don't have emergency management backgrounds benefited from their peers' input in their postings who hold positions currently in the emergency management field.

There is a special personal excitement amongst students in the program that encourages them to achieve higher grades than in typical college courses. The concept of having the ability to save lives resonates strongly in our student population.

All courses were taught online, so there is no difference in teaching modality to note

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

As discussed in section 4, the data has largely supported that the learning outcomes have been supported by the artifacts chosen. However, there is always room for improvement. Some suggestions made by instructors about possible ways to strengthen learning outcomes are as follows:

1) Update the rubrics for artifact assessment to be more universal across the program.

> 2) Use GIS to model future decision-making based on existing data.

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings

    A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

> Faculty are provided with opportunities to share quantitative and qualitative feedback at the end of the term (eight-week terms) they taught the course. The faculty also meets semi-annually to discuss the program's learning outcomes and how their course affects those outcomes. Updates and modifications are discussed in these faculty meetings.

    B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Canvas Course program templates • Coordinated teaching of subjects • Improvements in technology	• Modify course offerings to ensure students can achieve a flow to obtain the certificate in one year. • Continue to coordinate with industry Core Competencies
Changes to the Assessment Plan	• Course learning outcomes • Artifacts of student learning • Ensure that instructors are producing videos each week introducing and discussing the topics for the week.	• Standardize Evaluation tools (e.g., rubrics)

        Please describe the actions you are taking as a result of these findings.

> We are updating the course materials, especially the EMGT 5300 Media course.
> Continue to review program-level learning outcomes in courses to assess changes that might be necessary.

        If no changes are being made, please explain why.

> NA

7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes

    A. What is at least one change your program has implemented in recent years as a result of assessment data?

> We have moved to the embedded Canvas learning objectives assessments in several courses that are using the new Canvas template for SPS.

    B. How has this change/have these changes been assessed?

> Faculty provided quantitative and qualitative feedback at the end of the term (eight week terms) they taught the course. The embedding of the Canvas learning outcome assessment will be evaluated next assessment cycle on its implementation.

    C. What were the findings of the assessment?

> Standard rubrics for the different types of assignments are being updated. For example, papers, exercises, case studies, etc.. will have specific and consistent rubrics that all program instructors use.

    D. How do you plan to (continue to) use this information moving forward?

> We will continue to assess and improve based upon the various evaluation methods.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report.
Rubrics attached below