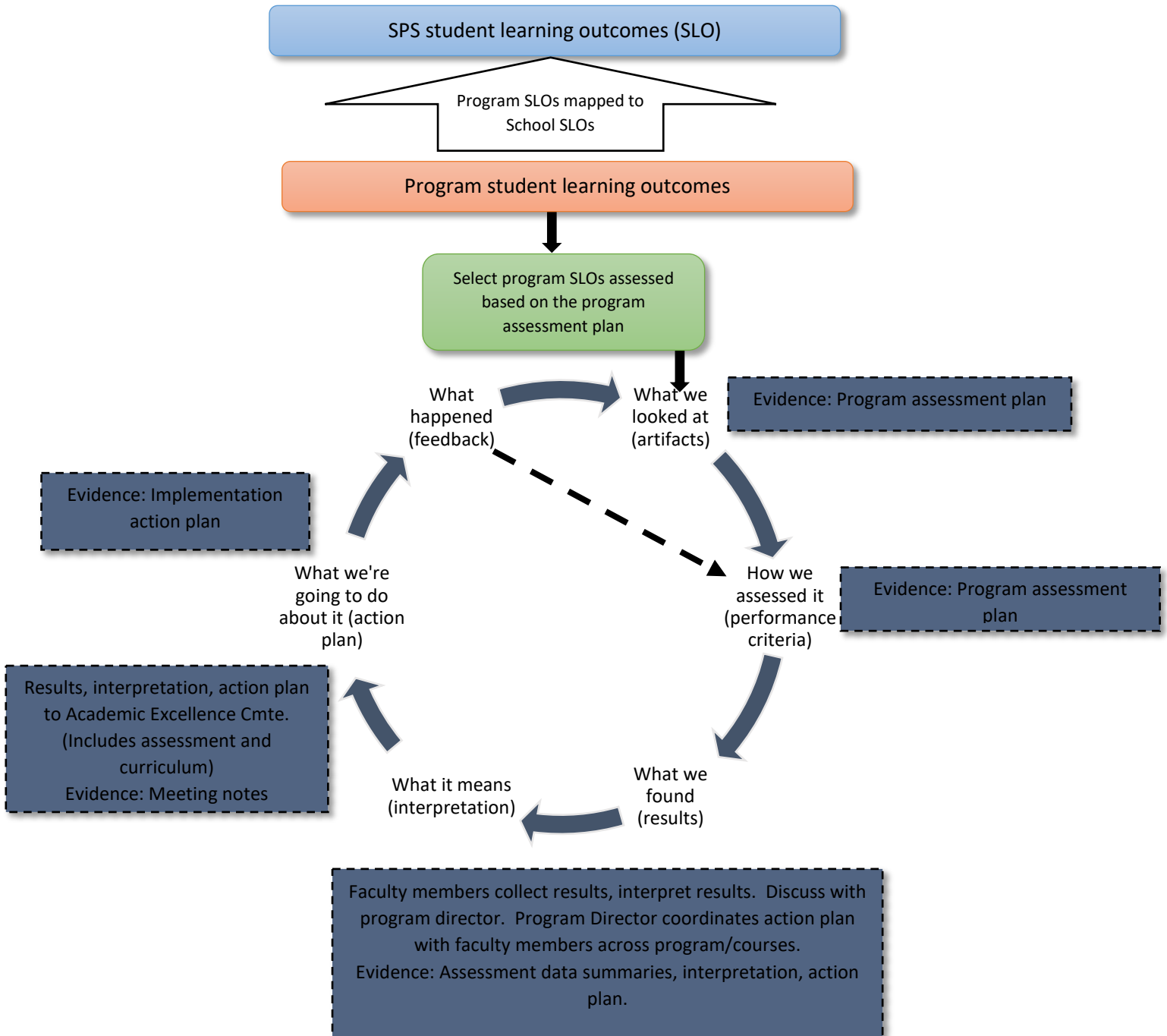


**Saint Louis University School for Professional Studies  
Program Assessment Model**

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 (Graduate Certificate)

**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>▪ Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</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>▪ Note: the majority should provide direct, rather than indirect, evidence of achievement.</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 made in previous years?
1	Graduates will be able to employ research methodologies appropriate for the field of emergency	EMGT 5000, EMGT 5100, EMGT 5200, EMGT 5300	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	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

	management / homeland security		<p>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>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>
2	Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework.	EMGT 5000, EMGT 5100, EMGT 5200, EMGT 5300	<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>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	Graduates will be able to utilize argumentation skills appropriate for a given problem or context.	EMGT 5100, EMGT 5200, EMGT 5300	<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>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>

			2. Exit survey completed by students at end of degree.	
4	Graduates will be able to analyze and evaluate emergency management and homeland security capabilities in the local, regional, national and global communities	EMGT 5000, EMGT 5100, EMGT 5200, EMGT 5300	<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>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	Graduates will be able to create competent emergency management and homeland security programs across all mission areas of mitigation, prevention, protection, response and recovery.	EMGT 5100, EMGT 5200, EMGT 5300	<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>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>			EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5100 EMGT 5200 EMGT 5300
<b>AY 2022-23</b>	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300			
<b>AY 2023-24</b>			EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5100 EMGT 5200 EMGT 5300
<b>AY 2025-26</b>	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300	EMGT 5000 EMGT 5100 EMGT 5200 EMGT 5300			

### 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.

The curriculum map indicates where SLOs are 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.

**Post-Baccalaureate Certificate in Emergency Management**  
 Program Level Student Learning Objectives  
 Fall 2020

	1. Graduates will be able to employ research methodologies appropriate for the field of emergency management / homeland security	2. Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework.	3. Graduates will be able to utilize argumentation skills appropriate for a given problem or context.	4. Graduates will be able to analyze and evaluate emergency management and homeland security capabilities in the local, regional, national and global communities.	5. Graduates will be able to create competent emergency management and homeland security programs across all mission areas of mitigation, prevention, protection, response and recovery.
<b>Post-Baccalaureate Certificate in Emergency Management (12 Credits)</b>					
EMGT 5000 - Critical Decision Making in Emergency Management	I	I		I	
EMGT 5100 - Advanced Emergency Management	D	D	I	D	I
EMGT 5200 - Current and Emerging Technologies in Emergency Management	D	D	D	D	D
EMGT 5300 - Mass Communications – Disasters and Media	A	A	A	A	A

Key I

=Introductory; D = Developing; A = Achievement

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.

## Emergency Management Capstone Project Assessment Rubric

<b>Student Name:</b>	
<b>Project Title:</b>	

Object	Achievement	Comments & Recommendations
Comprehend emergency management and homeland security principles that impact local, regional, national and global communities. (PLO 1)	<input type="radio"/> Not Achieved <input type="radio"/> Partically Achieved <input type="radio"/> Achieved	
Examine the professional role of the emergency manager. (PLO 2)	<input type="radio"/> Not Achieved <input type="radio"/> Partically Achieved <input type="radio"/> Achieved	
Evaluate methods used to develop policies for emergency management and homeland security. (PLO 3)	<input type="radio"/> Not Achieved <input type="radio"/> Partically Achieved <input type="radio"/> Achieved	
Describe the interconnectedness of agencies and organizations involved in emergency management and homeland security. (PLO 4)	<input type="radio"/> Not Achieved <input type="radio"/> Partically Achieved <input type="radio"/> Achieved	
Apply the fundamental principles of emergency management across its core phases of mitigation, preparedness, response and recovery. (PLO 5)	<input type="radio"/> Not Achieved <input type="radio"/> Partically Achieved <input type="radio"/> Achieved	





