

Program Assessment Plan

Program: Graduate Certificate in Biosecurity & Disaster Preparedness (BSDP)

Department: Epidemiology & Biostatistics

College/School: College for Public Health and Social Justice

Date: 6/1/18

Primary Assessment Contact: Terri Rebmann

| Program Learning Outcomes | Assessment Mapping | Assessment Methods | Use of Assessment Data |
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| <p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <p><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></p> | <p>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.</p> | <p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> ■ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p> | <p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p> |

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| <p>Competency 1: Use an evidence-based approach to develop and analyze human, animal, and environmental hazard control strategies, programs, and policies, taking into account legal and ethical considerations</p> <p>Learning outcome 1a: Identify and cite relevant sources. Learning outcome 1b: Apply information from relevant sources appropriately Learning outcome 1c: Apply/use biosecurity nomenclature and terminology (such as “isolation” and “quarantine”) related to infectious diseases accurately</p> | <p>Courses that cover this competency and assess the learning outcomes: BSDP 5103 BSDP 5203</p> | <p>Data is collected throughout the academic year and assessed during the annual Institute for Biosecurity Strategic Planning Retreat/Meeting by all full-time and adjunct faculty who attend the Retreat.</p> <p><u>Direct measures:</u> Student performance is assessed via various assignments in the courses. For the purposes of program assessment, student performance on the culminating assignments in BSDP 5103 (development of an infectious disease outbreak scenario paper) and BSDP 5203 (assessment of an agency/organization emergency management plan paper) will be used. Assignments from randomly-selected students will be used for program assessment. Student assignments will be de-identified before review to maintain confidentiality. Faculty review each data artifact and determine/rank the extent to which they believe the student achieved the learning outcome measure, using the following ranking system identified on the rubric: excellent, good, fair, or poor (see definitions of each on the rubric). The goal is to have $\geq 75\%$ of the assessed students achieve an “excellent” or “good” ranking on each of the assessed learning outcome measures from these culminating projects.</p> <p><u>Indirect Measures:</u> An exit survey is conducted with each graduating Certificate student to assess perceived ability to perform the competencies. Students’ perceived confidence in performing the program competencies and perceived confidence that they can use and/or interpret the terms and nomenclature of the field are both measured on a 5-point Likert scale consisting of “Very confident”, “Somewhat confident”, “Neither confident nor unconfident”, “Somewhat unconfident”, or “Very unconfident”. The goal is to have $\geq 75\%$ of the graduating students indicate a positive response on each of the two perceived confidence questions (i.e., “very confident” or “somewhat confident”).</p> | <p>Data on all direct and indirect measures will be reviewed at the annual Institute Strategic Planning Retreat/Meeting. Necessary curricular changes will be discussed and incorporated as needed, based on Program Assessment data. A report summarizing the findings will be generated after the Retreat and will be shared with all relevant stakeholders (students, faculty, administration) via email and announcement/discussion at a Departmental monthly meeting.</p> |
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| <p>Competency 2: Analyze and apply the scientific characteristics, such as transmission routes and control measures, of major biological hazards to develop interventions that minimize human and animal disease</p> <p>Learning outcome 2a: Develop appropriate interventions that minimize human and animal disease</p> <p>Learning outcome 2b: Integrate appropriate scientific characteristics of an infectious disease into a scenario or case study</p> | <p>Courses that cover this competency and assess the learning outcomes: BSDP 5103 BSDP 5203</p> | <p>Data is collected throughout the academic year and assessed during the annual Institute for Biosecurity Strategic Planning Retreat/Meeting by all full-time and adjunct faculty who attend the Retreat.</p> <p><u>Direct measures:</u> Student performance is assessed via various assignments in the courses. For the purposes of program assessment, student performance on the culminating assignments in BSDP 5103 (development of an infectious disease outbreak scenario paper) and BSDP 5203 (assessment of an agency/organization emergency management plan paper) will be used. Assignments from randomly-selected students will be used for program assessment. Student assignments will be de-identified before review to maintain confidentiality. Faculty review each data artifact and determine/rank the extent to which they believe the student achieved the learning outcome measure, using the following ranking system identified on the rubric: excellent, good, fair, or poor (see definitions of each on the rubric). The goal is to have $\geq 75\%$ of the assessed students achieve an “excellent” or “good” ranking on each of the assessed learning outcome measures from these culminating projects.</p> <p><u>Indirect Measures:</u> An exit survey is conducted with each graduating Certificate student to assess perceived ability to perform the competencies. Students’ perceived confidence in performing the program competencies and perceived confidence that they can use and/or interpret the terms and nomenclature of the field are both measured on a 5-point Likert scale consisting of “Very confident”, “Somewhat confident”, “Neither confident nor unconfident”, “Somewhat unconfident”, or “Very unconfident”. The goal is to have $\geq 75\%$ of the graduating students indicate a positive response on each of the two perceived confidence questions (i.e., “very confident” or “somewhat confident”).</p> | <p>Data on all direct and indirect measures will be reviewed at the annual Institute Strategic Planning Retreat/Meeting. Necessary curricular changes will be discussed and incorporated as needed, based on Program Assessment data. A report summarizing the findings will be generated after the Retreat and will be shared with all relevant stakeholders (students, faculty, administration) via email and announcement/discussion at a Departmental monthly meeting.</p> |
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| <p>Competency 3: Create and disseminate tailored messages regarding biosecurity hazards and risks to responders, the public, the media, and policy makers</p> <p>Learning outcome 3a: Communicate the biosecurity hazards and risks related to a scenario or case study</p> <p>Learning outcome 3b: Develop a health communication message that is appropriate for the intended audience</p> | <p>Course that covers this competency and assesses the learning outcomes: BSDP 5203</p> | <p>Data is collected throughout the academic year and assessed during the annual Institute for Biosecurity Strategic Planning Retreat/Meeting by all full-time and adjunct faculty who attend the Retreat.</p> <p><u>Direct measures:</u> Student performance is assessed via various assignments in the courses. For the purposes of program assessment, student performance on the culminating assignment in BSDP 5203 (assessment of an agency/organization emergency management plan paper) will be used. Assignments from randomly-selected students will be used for program assessment. Student assignments will be de-identified before review to maintain confidentiality. Faculty review each data artifact and determine/rank the extent to which they believe the student achieved the learning outcome measure, using the following ranking system identified on the rubric: excellent, good, fair, or poor (see definitions of each on the rubric). The goal is to have $\geq 75\%$ of the assessed students achieve an “excellent” or “good” ranking on each of the assessed learning outcome measures from the culminating project.</p> <p><u>Indirect Measures:</u> An exit survey is conducted with each graduating Certificate student to assess perceived ability to perform the competencies. Students’ perceived confidence in performing the program competencies and perceived confidence that they can use and/or interpret the terms and nomenclature of the field are both measured on a 5-point Likert scale consisting of “Very confident”, “Somewhat confident”, “Neither confident nor unconfident”, “Somewhat unconfident”, or “Very unconfident”. The goal is to have $\geq 75\%$ of the graduating students indicate a positive response on each of the two perceived confidence questions (i.e., “very confident” or “somewhat confident”).</p> | <p>Data on all direct and indirect measures will be reviewed at the annual Institute Strategic Planning Retreat/Meeting. Necessary curricular changes will be discussed and incorporated as needed, based on Program Assessment data. A report summarizing the findings will be generated after the Retreat and will be shared with all relevant stakeholders (students, faculty, administration) via email and announcement/discussion at a Departmental monthly meeting.</p> |
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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.*)

Each year, two learning outcomes, on average, will be assessed. Please see the attached “Planned Timeline for Assessing the Program Learning Outcome Measures” for a list of the dates for when each learning outcome will be assessed.

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

The program assessment plan was drafted by the Program Director. It was then shared with the other full-time and adjunct BSDP faculty (who are external to SLU). All full-time and adjunct faculty were consulted in the development of program competencies and learning outcomes, and how these would be assessed. The plan was discussed as a group and modifications were made as needed. This process is repeated annually during the Institute Strategic Planning Retreat/Meeting at which program assessment is also conducted. Furthermore, meeting minutes are distributed to all adjunct faculty and their input is sought related to program competencies, course objectives, and program assessment planning and feedback is incorporated as needed.

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

The Graduate Certificate in Biosecurity & Disaster Preparedness program will be formally assessed annually at the Institute Strategic Planning Retreat/Meeting. The plan and student outcomes will be assessed at this meeting, and revisions will be made to the assessment plan as needed. In addition, updates to the curriculum will be made when applicable, based on data from the Program Assessment process.

| Course Name | BSDP 5100 Public Health & Disasters | BSDP 5101 Fundamentals of Disaster Planning | BSDP 5103 Commun Dis & Infection Control | BSDP 5203 Planning for Infect Dis Disasters | BSDP 5206 Disaster Management & Risk Analysis |
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| <i>BSDP Certificate Core Competencies</i> | | | | | |
| BSDP 1: Use an evidence-based approach to develop and analyze human, animal, and environmental hazard control strategies, programs, and policies, taking into account legal and ethical considerations | Covered | Covered | Covered & assessed | Covered & assessed | |
| BSDP 2: Analyze and apply the scientific characteristics, such as transmission routes and control measures, of major biological hazards to develop interventions that minimize human and animal disease | Covered | | Covered & assessed | Covered & assessed | |
| BSDP 3: Create and disseminate tailored messages regarding biosecurity hazards and risks to responders, the public, the media, and policy makers | Covered | Covered | | Covered & assessed | Covered |

Planned Timeline for Assessing the Program Learning Outcome Measures

| Learning Outcome Measure | Year It Will be Examined During the Program Assessment Process |
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| 1a: Identify and cite relevant sources | 2018 |
| 1b: Apply information from relevant sources appropriately | 2018 |
| 1c: Apply/use biosecurity nomenclature and terminology (such as “isolation” and “quarantine”) related to infectious diseases accurately | 2019 |
| 2a: Develop appropriate interventions that minimize human and animal disease | 2019 |
| 2b: Integrate appropriate scientific characteristics of an infectious disease into a scenario or case study | 2020 |
| 3a: Communicate the biosecurity hazards and risks related to a scenario or case study | 2020 |
| 3b: Develop a health communication message that is appropriate for the intended audience | 2021 |

Assessment Rubric for Graduate Certificate in Biosecurity & Disaster Preparedness

| Class & assignment | Competency | Learning outcomes (LO) linked to program competencies | Extent to which students demonstrate achievement of LO (Excellent, good, fair, or poor) |
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| <p>BSDP 5103 Development of an infectious disease outbreak scenario paper</p> | <p>1: Use an evidence-based approach to develop and analyze human, animal, and environmental hazard control strategies, programs, and policies, taking into account legal and ethical considerations.</p> | 1a: Identify and cite relevant sources | |
| | | 1b: Apply information from relevant sources appropriately | |
| | | 1c: Apply/use biosecurity nomenclature and terminology (such as “isolation” and “quarantine”) related to infectious diseases accurately | |
| | <p>2: Analyze and apply the scientific characteristics, such as transmission routes and control measures, of major biological hazards to develop interventions that minimize human and animal disease.</p> | 2a: Develop appropriate interventions that minimize human and animal disease | |
| | | 2b: Integrate appropriate scientific characteristics of an infectious disease into a scenario or case study | |
| <p>BSDP 5203 Assessment of an agency/organization emergency management plan paper</p> | <p>1: Use an evidence-based approach to develop and analyze human, animal, and environmental hazard control strategies, programs, and policies, taking into account legal and ethical considerations.</p> | 1a: Identify and cite relevant sources | |
| | | 1b: Apply information from relevant sources appropriately | |
| | | 1c: Apply/use biosecurity nomenclature and terminology (such as “isolation” and “quarantine”) related to infectious diseases accurately | |
| | <p>2: Analyze and apply the scientific characteristics, such as transmission routes and control measures, of major biological hazards to develop interventions that minimize human and animal disease.</p> | 2a: Develop appropriate interventions that minimize human and animal disease | |
| | | 2b: Integrate appropriate scientific characteristics of an infectious disease into a scenario or case study | |
| | <p>3: Create and disseminate tailored messages regarding biosecurity hazards and risks to responders, the public, the media, and policy makers</p> | 3a: Communicate the biosecurity hazards and risks related to a scenario or case study | |
| | | 3b: Develop a health communication message that is appropriate for the intended audience | |

Demonstrates achievement ranking system: Excellent (consistent and accurate), good (almost always and usually accurate), fair (not consistent and/or multiple mistakes), or poor (very inconsistent/missing and/or many mistakes)