

## Program-Level Assessment: Annual Report

Program: Emergency Management Department:  
Degree or Certificate Level: Undergraduate College/School: School for Professional Studies  
Date (Month/Year): 06/20 Primary Assessment Contact: Shawn Steadman  
In what year was the data upon which this report is based collected? 19/20  
In what year was the program's assessment plan most recently reviewed/updated?

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Evaluate methods used to develop policies for emergency management and homeland security. (SLO-3)

Describe the interconnectedness of agencies and organizations involved in emergency management and homeland security. (SLO-4)

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? 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.

All courses were offered online.

#### Course Name & Artifact Used

EMGT1600: Managing Natural, Man-made and Technological Disasters – Final Project

EMGT1710: First Responder and Healthcare Coordination in High Impact Disasters – Quizzes and Exams

SSI2000: Threat and Risk Assessment – Final Project

EMGT2810: Emergency Management and Homeland Security Technologies – Quizzes and Final Paper

EMGT2900: Emergency Management Fundamentals Practicum – Performance in TTX and Functional Exercise

EMGT3900: Homeland Security Intermediate Practicum – Performance in TTX and Functional Exercise

SSI4500: Financial & Regulatory Considerations in Risk Planning – Final Project

SSI3300: Integrated Risk Planning, Strategy and Compliance – Final Project

EMGT4770: Emergency Management Homeland Security Exercise Design and Evaluation – Design of Exercise

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, 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 Qualtrics 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 assessment of learning outcomes.

### 4. Data/Results

What were the results of the assessment of the learning outcomes? 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 quizzes, final exams 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 necessary and background of the political structures and influences that occur when developing policies across a broad spectrum of 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 in fulfilling the objectives of the Presidential Policy Directives for the United States of America.
- 3) Students were able to critically evaluate performances of organizations and agencies during disasters and improve upon future deployments.
- 4) Students successfully demonstrated their ability to provide gap analysis in plans through the development of exercises to test and evaluate those plans.
- 5) Case study/real-life scenarios in discussions and assignments were extremely helpful. Students expressed in their reflections how previous incident analysis help 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.
- 6) 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.

## 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) Encourage more student interaction and move away from lecture heavy course presentations.
- 2) Encourage the use of technologies to enhance situational awareness in the field by educating students in the courses in advance of their completion of the program.
- 3) Maintaining the relationship between the Academic Coach and the students.

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

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

Faculty provided quantitative and qualitative feedback at the end of the term (eight week terms) they taught the course.

B. How specifically have you decided to use 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

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

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

- 1- Development a plan to systematically encourage collaboration between instructors on the enhancement and development of course content
- 2- Evaluate courses for improvements in technology to increase student interaction
- 3- Continue to review rubrics and establish standard rubrics based upon type of assignment
- 4- Establish in advance data collection and assessment products per course so there is an overall structure for assessing the entire program with specific types of artifacts that allow for multiple viewpoints.

If no changes are being made, please explain why.

N/A

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

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

The method of course delivery to meet the objectives is constantly being assessed to ensure the greatest value and efficiency for student learning.

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

Please see A.

**C.** What were the findings of the assessment?

Please see A.

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

Please see A.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**