



SAINT LOUIS
UNIVERSITY
Saint Louis University
Program Assessment Plan

Program (**Major**, Minor, Core): BS Emergency Management
Department: Environmental and Occupational Health
College/School: CPHSJ
Person(s) Responsible for Implementing the Plan: Lauren Arnold/Darcy Scharff
Date Submitted: 12/31/15

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>

<ol style="list-style-type: none"> 1. Understand the spectrum of emergency management and its relationship to public health 2. Describe the interconnectedness of agencies and organizations involved in emergency management 3. Recognize and discuss the effects of actual and potential emergencies on populations 4. Apply the fundamental principles of emergency management across its core phases 5. Identify and use appropriate communication strategies 	<p>Courses that cover these learning outcomes: See course by learning outcome matrix attached.</p> <p>Courses that will be used in the direct assessment: HMP 4967</p>	<p><u>Direct measures:</u> Completion of the IAEM binder/portfolio and evaluation by a rubric.</p> <p><u>Indirect Measures:</u> Students will match portfolio artifacts to the learning outcome(s) addressed by each.</p> <p>Annual Exit Survey: Assess satisfaction with program including use of resources, mentor and advisor relationships, CPHSJ undergraduate experience, and post-graduation plans</p> <p>Alumni Survey: Assess alumni comfort level with performing the program learning outcomes as well as post-graduation placement</p>	<p><u>Direct:</u> Data from the evaluation of the portfolio project will be shared annually with the EOH Department and undergraduate steering committee, which make recommendations for program changes.</p> <p><u>Indirect:</u> Data from the exit and alumni surveys are reviewed annually and will be shared annually with the EOH Department and undergraduate steering committee, which make recommendations for program changes.</p>
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1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Responsibility	Timeline	Process
Program Director/ Associate Dean for Academic Affairs: organized the assessment Assessment Team: conduct the assessment. Assessment team will consist of three faculty who teach in the undergraduate program.	Fall 2015-Summer 2016: Indirect assessment of all learning outcomes	Require graduating seniors and students who graduated within the last year to complete graduation exit and alumni surveys respectively. Review findings to identify any LOs in which more than 20% of students report below “agree” for achievement of learning outcomes.
	Spring 2016 – Summer 2016: Development of direct assessment rubric	Define what “meets expectations” and “does not meet expectations” means for the portfolio. Use these definitions to develop a rubric that will be used to assess LO 1-5.
	Fall 2016 – Summer 17: LO 4 & 5	Require students in HMP4967 to complete the indirect assessment that maps their assignments to LOs.
		Identify a sample of low performing, moderately performing and high performing students from HMP4967
		Review a sample of course artifacts (final project/portfolio) from HMP4967 (Capstone) and the student completed map of artifacts to LOs
		Use rubric to evaluate each artifact to determine if the student met or did not meet expectations for LO 4 and 5. Compare to student map of assignment to LOs.
		Report findings to PH Undergraduate steering committee Based on findings, determine which LO(s) should be assessed in next assessment cycle
	Fall 2017 – Summer 2018	Assess problematic LOs. Use same process as above
	Fall 2018 – Summer 2019: LO 1	Use same process as above
	Fall 2019 – Summer 2020	Assess problematic LOs. Use same process as above
Fall 2020 – Summer 2021: LO 2 and 3	Use same process as above	
Fall 2021-Summer 2022	Assess problematic LOs. Use same process as above	

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

These efforts are not coordinated with Madrid as Madrid does not offer the BSEM degree or the BSEM capstone course.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards,

employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

See table in number 1 above that outlines the timeline. The Undergraduate Steering Committee will review this proposed plan in spring 2016 and decide on a timeline for plan review at that time.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students are incorporated into the assessment plan as students will map course artifacts with LOs and students' artifacts will be used to conduct the direct assessment. Students also complete surveys for indirect assessment.

- c. What external sources were consulted in the development of this assessment plan?

Employers were asked their input into the development of the LOs. CEPH guidelines/requirements for undergraduate program assessment were consulted for development of the assessment plan.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel

This will be a lot of work that will fall on the program director, ADAA, and assessment team and will require a lot of education and increasing buy-in. In addition to these individuals and the Steering Committee, program coordinators and GAs will contribute to management of the plan.

EXAMPLE
Assessment Rubric for BSEM Portfolio

LO Number	Learning outcomes and course learning objectives	LO Assessed by this Portfolio (Yes/No)*	Portfolio Demonstrates Achievement of LO	Portfolio Does Not Demonstrate Achievement of LO
1.0	Understand the spectrum of emergency management and its relationship to public health			
2.0	Describe the interconnectedness of agencies and organizations involved in emergency management			
3.0	Recognize and discuss the effects of actual and potential emergencies on populations			
4.0	Apply the fundamental principles of emergency management across its core phases			
5.0	Identify and use appropriate communication strategies			

*No need to review for achievement if LO is not assessed by portfolio. This information should be reported to steering committee and EOH department.

Demonstrates achievement: Evidence that the student has mastered this outcome is provided.

Does Not Demonstrate Achievement: Evidence that the student has mastered this outcome is not provided, unconvincing, or very incomplete

EM Learning Outcomes

	HMP-1700	HMP-2700	HMP-2710	HMP-2720	HMP-3700	HMP-4700	HMP-4710	HMP-4967	PUBH-2100	PUBH-3100	BST-3100	EPI-4000
1. Understand the spectrum of emergency management and its relationship to public health	X	X	X	X	X	X	X		X	X	X	X
2. Describe the interconnectedness of agencies and organizations involved in emergency management	X	X	X	X	X	X	X					
3. Recognize and discuss the effects of actual and potential emergencies on populations	X	X	X	X	X	X	X					
4. Apply the fundamental principles of emergency management across its core phases	X	X	X	X	X	X	X	X				
5. Identify and use appropriate communication strategies		X	X	X	X	X	X	X	X	X		