

Homeland Security and Emergency Management – Bachelor of Security and Emergency Management – Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

There were no previous recommendations attached to respond to.
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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Direct Assessment: The BSEM students did quite well on the assessments. The one area that they were just slightly below our targeted standards was on problem solving where 48% of our students scored at or above the national average. We have a target of 50%. On the measured skill areas, 70% of the students scored at or above the accepted level on the "evaluate argument" skill whereas we would like to see 75% of our students meet this. On the other two measured skill areas greater than 75% of the students met the minimal targets.
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Indirect Assessment: For the question "I see myself as part of the CBSM community" in 2020 and 2021 less than 80% of the students chose agree or strongly agree (21% and 76%, respectively). In 2022 that percentage rose to 87/ For "I would feel comfortable asking a CBSM professor for help if I did not understand the material" just 15% chose agree or higher in 2020 but in 2021 and 2022 these numbers rose to 92% and 83%. For "When I interact with CBSM professors, I feel they care about how I am doing" 67% chose agree or higher in 2020 but in 2021 and 2022, 93 and 87 percent of the students chose agree or higher.
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Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Direct Assessment: To address the slightly lower than average score on the Watson Glaser test, a review of HSEM 456 process and curriculum was completed and four measures were enacted.

- (1) Students are given incentives to do take exam seriously
- (2) The HSEM 456 instructors took the exam themselves so that they understand what is involved
- (3) students were given practice exams and YouTube training videos
- (4) faculty discussed with their courses why these critical thinking skills are important to professional success

Indirect Assessment: This was a good time for all CBSM programs to self-reflect on the challenges of teaching during a pandemic as well as challenges with community building as the distance education portion of course deliver was growing. BSEM is putting a great deal of effort into getting their students working on community projects in and out of the classroom.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Decline in majors, No change in degrees awarded, No change in SCH, No change in persistence, No change in pass rates
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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

None found

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Capstone Courses and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Sean McGee and Mark Herrmann

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs, Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

Your plan indicates that you use both direct and indirect measures of student learning, and rubrics to score results. The program might consider revising the outcomes to include more “action” words. It is difficult to assess things like “understand” or “recognize.” “Identify”, “explain”, or “analyze” are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/ It is evident that the program faculty are assessing, discussing, and utilizing results of outcomes assessment. Well done! The discussion of curricular changes focuses more on how to change students’ attitudes toward the test than on any actual changes to what is taught, or how. It will be interesting to see if test results change.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The program is clearly successful, with a high number of students. Your report indicated a drop in majors, but there is no discussion on why this is the case. Is the decline COVID-related? While there are no red flags in terms of equity gaps, it is worth noting that the percentage of [REDACTED] students is lower than [REDACTED] students and that [REDACTED] students graduate at a lower rate (for example, in 2022 31% of majors were [REDACTED] but 17% of degrees were awarded to [REDACTED]).

High-Impact Practices Feedback

It is good to see that the program incorporates real-world challenges into the courses, and it is likely very beneficial to your students. You indicate that there is a capstone course, and it would have been helpful to see more discussion of what is done in that course.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
College of Business and Security Management
Bachelor of Security and Emergency Management (BSEM)
2021-2025

CBSM MISSION: We are a diverse and inclusive learning community where innovation in teaching, discovery, and service prepares students for professional success that benefits our community, the state of Alaska, and the nation.

CBSM VISION: The College of Business and Security Management is recognized for high-quality programs, experiential learning opportunities for students, service to the community, and accomplished teaching and research faculty. The College of Business and Security Management continuously strives to be the known as a premier business school in Alaska and around the Nation.

DIRECT MEASURES

Competency	Assessment Instrument	Assessment Point
1. Communication A. Written Students should be able to produce high-quality professional communications on technical issues/topics for internal and/or external audiences. B. Oral Students should be able to produce high-quality professional presentations using various modes of technology on technical issues/topics for internal and/or external audiences.	A. Written Writing rubric assessing competencies across six categories. Minimal Standards: 70% of students should meet or exceed expectations. B. Oral Oral rubric assessing competencies across eight categories. Minimal Standards: 70% of students should meet or exceed expectations.	A. Written Writing samples will be collected in BA 323 (Business Ethics). B. Oral Oral communications will be recorded and/or surveyed in BA 323 (Business Ethics).
2. Ethics A. General Students should be able to identify and understand whether certain business conduct is legal and/or ethical and apply the knowledge situationally.	A. General Business Ethics section 3 of the Business Administration Comprehensive Exam with Supplemental Topics. Minimal Standards: 50% of students should score at or above national average for the topic section.	A. General The Peregrine Business Administration Comprehensive Exam with Supplemental Topics will be administered in HSEM 456 (Leadership in Dangerous Contexts).

Competency	Assessment Instrument	Assessment Point
3. Operational Knowledge A. General Students should be able to utilize the emergency management cycle and demonstrate knowledge in the basic principles of homeland security and their integration within the field.	A. General Homeland Security Supplemental sections 1, 2, 3, 4, program-made sections 1, and 2 of the Peregrine Business Administration Comprehensive Exam with Supplemental Topics. Minimal Standards: 50% of students should score 50% or higher for the topic section.	A. General The Peregrine Business Administration Comprehensive Exam with Supplemental Topics will be administered in HSEM 456 (Leadership in Dangerous Contexts).
4. Problem Solving A. General Students should be able to recognize assumptions, evaluate arguments, and draw appropriate conclusions.	A. General The Watson-Glaser exam. Minimal Standards: 50% of students at 50 th percentile or more; 75% of students score "average" or above in each subscale.	A. General The Watson-Glaser exam will be administered in HSEM 456 (Leadership in Dangerous Contexts).

INDIRECT MEASURES

CBSM also performs indirect assessments. Each year the graduating students fill out an exit survey to assess their satisfaction level with their program. In total there are six value statements. Students were asked, for each statement, whether they strongly agree, agree, neutral, disagree or strongly disagree. The minimal standard that BSRB wishes to achieve is that 80% of students either strongly agree or agree with each statement.

- 1) I would recommend this program to another student
- 2) I feel well prepared to face expected professional challenges
- 3) I see myself as part of the CBSM community
- 4) I would feel comfortable asking a CBSM professor for help if I did not understand the material
- 5) When I interact with CBSM professors, I feel they care about how I am doing
- 6) Number Students Responding