

Security and Disaster Management - Master of Security and Disaster 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):

In the last review it was recommended that "the college faculty consider a design of an exit survey which might further build community in SOM and grow your reputation of being responsive and adaptive to feedback."

We actually do an annual regarding student satisfaction but just had not reported it. So, we have taken the advice from the last review and now report on both direct and indirect measures of assessment. We complete an annual survey regarding student satisfaction but just had not reported it. So, we have taken the advice from the last review and now report on both direct and indirect measures of assessment. The student satisfaction and outcomes survey is reviewed yearly by the College of Business and Security Management Executive Committee for continual improvement. Results are analyzed and reviewed as part of our assurance of learning and strategic planning efforts at the college and program levels.

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 MSDM students did very well on three of the four competencies. The one area where the students fell below the minimal standard was for "critical thinking" which is assessed using the Watson Glaser test. Overall just 18% of the students were at or above the national average (our minimal standard is 50%). On the three subcategories, two of them were below (75%). Just 45% of the students scored at an acceptable level on "recognize assumptions" and 70% for "evaluate arguments". On "draw conclusions, the students met the minimal standard with 77% of the students meeting expectations.

Indirect Assessment: From the indirect survey it was clear that the pandemic and post pandemic students felt disenfranchised.

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 critical thinking competency, the we are going to switch where we administer the Watson Glaser test from HSEM 690 (Security and Disaster Management) to HSEM 601 (Legal Aspects of Homeland Security and Emergency Management) as that is seen as a better fit for a test which is similar to the LSATs. Instructors will incentivize the test as part of the final grade and give out practice exams to assist with the development of critical thinking skills.

Indirect Assessment: The MSDM program has a new director who is very focused on getting students the "cohort feel" by having teams of students work on real-life projects and also is going to have a get together day at the beginning of each semester so that MSDM students can meet each other. This is particularly important as many of them are online. BSEM students will also be invited.

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:

No change in majors, Increase in majors, Increase in SCH, No change in persistence, No change in pass rates

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.

N/A

Optional Data Explanation

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

The data support the current discussion of consideration of offering the MSDM, at least in part, as a structured cohort program. This will address any student concerns from the online population of being part of the UAF "community".

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, Diversity/Global Learning, Writing-Intensive Courses, Capstone Courses and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

John Pennington and Mark Herrmann

Submitter Email

mlherrmann@alaska.edu

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
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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. Since just 18% of the students were at or above the national average in the area of critical thinking, it may be worth considering other curricular changes.

*these comments are almost the same as the BSEM notes, but the SLOA plans and reports are very similar.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The numbers of students and graduates are strong and there are no clear equity gaps in student achievement. Your report indicates that you are considering implementing a cohort model to improve students’ engagement. This is a strong high-impact practice.

High-Impact Practices Feedback

This is an excellent discussion of how high-impact practices can be incorporated into graduate programs. Your utilization of team-based projects teaches skills that will be important in students’ careers and also show a strong respect for Alaskan Indigenous communities.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
College of Business and Security Management
Master of Security and Disaster Management (MSDM)
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: 80% of students should meet or exceed expectations. B. Oral Oral rubric assessing competencies across eight categories. Minimal Standards: 80% of students should meet or exceed expectations.	A. Written Writing samples will be collected in HSEM 690 (Security and Disaster Management). B. Oral Oral communications will be recorded and/or surveyed in HSEM 690 (Security and Disaster Management).
2. 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 Master of 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 Master of Business Administration Comprehensive Exam with Supplemental Topics will be administered in HSEM 690 (Security and Disaster Management).
3. Critical Thinking 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 601 (Legal Aspects of Homeland Security and Emergency Management).

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