

**New SLO/Academic Assessment Plan Submission Form**

Check one:

- ☒ New Certificate Academic Assessment Plan
- ☐ New Undergraduate Academic Assessment Plan
- ☐ New Graduate Academic Assessment Plan
- ☐ New Professional Academic Assessment Plan
- ☐ New Student Learning Outcome (SLO)

Major: Building Construction

College: Design, Construction, and Planning

Effective term and year of implementation: Term: 08 Year: 2013

If an **Academic Assessment Plan** is selected, please attach the Plan to this form using the template on the [Institutional Assessment website](#) and skip to the Department Contact Section of this form.

If **Student Learning Outcome (SLO)** is selected, please complete the following:

1. Include the new SLO here:

2. Indicate the areas of the SLOs:

Undergraduate: ☐ Content ☐ Critical Thinking ☐ Communication

Graduate: ☐ Knowledge ☐ Skills ☐ Professional Behavior

3. What types of assessments will be used?

- ☐ Course-related Exam ☐ Capstone
- ☐ Final Paper/Project/Presentation ☐ Course Grades
- ☐ Course Assessments/Assignments ☐ Standardized Exam
- ☐ Other – please describe here

4. What assessment methods will be used?

- ☐ Rubric
- ☐ Single Faculty Member
- ☐ Other:

5. Who applies the method?

☐ Faculty Committee

☐ Single Faculty Member

6. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

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College Contact

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# Emergency Services/Disaster Management

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## M. E. Rinker, Sr., School of Building Construction *Certificate Assessment Plan*

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### A. Rationale

As natural and man-made disasters have become more prevalent in the last few decades, federal (FEMA, DHS) and state government agencies (State and County EMs) are starting to place more emphasis on developing advanced ES/DM knowledge among their existing employees, who oftentimes lack a formal education in ES/DM. Natural events such as hurricanes (e.g. Andrew, Katrina, and Sandy), tsunamis (e.g. Indonesia, Thailand, and Japan), and earthquakes (e.g. Indonesia, Chile, and Costa Rica) and man-made disasters (e.g. 9/11, Chernobyl, and 3-Mile Island) have a devastating impact on the population, making the development of advance ES/DM knowledge imperative for those tasked with protecting the health, safety, and welfare of the public and also mitigating billions of dollars in property damage.

### B. Mission

Aligning with the mission of the M.E. Rinker, Sr. School of Building Construction, the certificate promotes professional and ethical behavior in education and practice and educates individuals in principles, knowledge and skills required to be successful in their professional careers. This mission is achieved by fostering a culture of value and quality. It directly supports the College of Design, Construction and Planning's strategic plan of 2007 with respect to adding capabilities for Distance Education offerings, which in turn supports the teaching mission of the University of Florida.

### C. Student Learning Outcomes (SLOs)

1. Comprehend and properly apply emergency response planning principles.
2. Demonstrate a thorough understanding of emergency services and disaster response planning principles.
3. Correctly apply hazard mitigation principles in emergency/disaster situations.
4. Demonstrate a thorough understanding and comprehension of homeland security threats and the role of emergency management in mitigating such threats.

## D. Assessment Timeline – Graduate and Professional Certificates

Program: Emergency Services/Disaster Management

College: Building Construction

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	Final project FES 6724			
#2		Final project FES 6826		
#3			Final project FES 6726	
#4				Assignment FES 6736

## E. Assessment Cycle Chart – Graduate and Professional Certificates

Program: Emergency Services/Disaster Management

College: Building Construction

Analysis and Interpretation:

May

Improvement Actions:

Completed by May 15

Dissemination:

Completed by August 20

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1					X	X	X
#2					X	X	X
#3					X	X	X
#4					X	X	X

## F. Methods and Procedures

SLOs are assessed in four different courses.

Direct Assessments primarily occur in the format of graded examinations, short and long writing assignments, projects, and presentations. Each course and instructor conducts some combination of these assessments. The assessments may vary from course to course as well as year to year since instructors are encouraged to develop and revise syllabi and course delivery to better achieve SLOs.

Since this is an asynchronous distance program that enrolls primarily working emergency services personnel with variable schedules, student progress is an issue. We seek to maintain student engagement in order to achieve a degree completion rate. For our indirect assessment we track the

number of students on the inactive list. The target is not to increase the number of students on the inactive list.

## G. Assessment Oversight

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