## Mission Statement (Mission of the Academic Degree Program)

Briefly describe how this program will support the University’s mission, focus, and/or current priorities. Explain how the program is consistent with or perhaps even central to that mission.

The Public Safety and Homeland Security Administration program is designed to meet the needs of the fire service professional. The increased demand for a highly educated professional fuels the need for this program not only from current and former students in our baccalaureate program but also the industry itself.

## Program Goals

A goal is a general statement about the aims or purposes of the educational experience in the academic degree program. Goals are long range outcomes that are written in broad language. They describe what graduates of the program are expected to know and be able to do (skills, knowledge, and behaviors that students acquire in their matriculation through the program). Please note: If your program has more than three goals, please insert additional lines or list on a separate page.

**Goal 1:** Graduate level instruction will be provided, emphasizing higher-level classes, research, and practical exercises. The professional role of the fire service officer involves a broad spectrum of responsibilities including, fire suppression, emergency medical services, public education, and emergency management. This profession emphasizes direct involvement with day to day operations, fiscal responsibility, community involvement, employee relations, and emergency management. (*The Illinois Commitment, Goal 5*)

**Goal 2:** Teaching will engage students in the pursuit of excellence. Critical thinking, integration and application of knowledge, and problem-solving skills will be developed in students. Faculty will serve as mentors and advisors throughout the student’s course of study. Students will acquire skills to become “life-long learners,” another tenet of the *Illinois Commitment*.

**Goal 3:** Students will be assisted in their scholarly pursuit of knowledge through coursework, practical exercises, and research. One of the College of Applied Sciences and Arts (CASA) goals is to implement additional graduate programming…for training the workforce of the 21st century.” Of particular importance in the CASA proposal is to develop a Master of Science in Fire Service and Homeland Security Management program which will increase the emphasis on research in a student-responsive approach as it applies to their career.

## Program Student Learning Outcomes/Objectives (SLOs)

An objective is a specific statement that describes a desired learning outcome for the academic degree program. (At least 3-5 student learning outcomes should be identified for each academic degree program. Learning outcomes should be specific, measurable, ambitious, realistic, and time bound. *Each student learning outcome will be associated with at least one goal listed above.* Please note: If your program has more than five outcomes/objectives, please insert additional lines or list on a separate page.

- **SLO1** Describe basic operations of fire suppression, emergency management, and homeland security.
- **SLO2** Have a basis for critical review of literature
- **SLO3** Apply knowledge and exercise autonomy in decision making processes to provide a broad range of solutions.
- **SLO4** Demonstrate independent thinking, while reinforcing the concept of team practice, when making decisions.
- **SLO5** Use knowledge gained through education, research, and administrative activities in the provision of services to the community.
Curriculum Map/Curriculum Alignment Matrix

Please attach a copy of the curriculum map/curriculum alignment matrix or describe the method used to link the program goals to the program student learning outcomes/objectives then to the course objectives.

Methods/Measures/Achievement Targets/Performance Expectations

Identify and describe appropriate assessment instruments or methods for each student learning outcome and establish a criteria level for learning success (achievement target/success criteria). (Multiple measures including direct/indirect, formative/summative are desirable for each student learning outcome. Data collection should be systematic (that is, occur at different points throughout the program). Explain the criteria/standard used to measure exceeds, met, and does not meet expectations. Collect sources of evidence that will convince you and others that your students are reaching the desired learning objectives.)

Direct Method of Student Assessment

Embedded Testing:
The use of criterion referenced assessment in the format of embedded testing is administered in all courses within the Master’s degree. In addition, there is a Capstone Course that the student must take in their last semester of the program, FSM 512.

In-Direct Methods of Student Assessment

Student Surveys:
Student surveys are collected at the end of each class. These surveys are administered, collected, analyzed, and reported to the Fire Service Management faculty, staff and administration in a timely manner after the completion of each class.

Alumni Surveys:
Alumni surveys are collected every five years and are shared with the Fire Service Management program faculty, staff and administration.

Employer Surveys:
Employer surveys are collected every five years and are shared with the Fire Service Management program faculty, staff and administration.

External Review:
An external review of the Fire Service Management program is conducted every five years by the International Fire Service Accreditation Congress. Their review includes a review of curriculum, testing, administration, etc.

Industry Feedback:
The Fire Service Program has developed and maintains very close contact and linkages with the fire service field. This linkage has provided great benefit to the program, industry and student. The industry finds potential internship and fulltime hire candidates well prepared to begin their new careers and excel. Students benefit from the internship and career opportunities in addition to modern training components and curriculum.

Findings

Please note: For new degree program, briefly describe the steps you plan to implement. If you are submitting a revised Assessment Plan, analyze the findings for the stated Student Learning Outcomes (SLO) listed on the approved Assessment Plan. Come to a clear understanding and agreement on areas that still present opportunities for academic degree program growth and improvement. This section should include, but not necessarily be limited to following:

Findings for several years explained, patterns and trends identified. How does the current year data correlate with previous years?

Description of implications of the findings (i.e., how did you determine whether students exceeded, met or did not meet the expectations described in the approved Assessment Plan. Have students met the stated student learning outcomes), etc.

What program changes could you make to improve student knowledge and skills that did not reach criterion success levels?

What can you infer from the data?

*Document the findings of assessment. Summarize the results for reporting purposes; be sure to retain detailed documentation on file for
**Glossary of Terms**

**Achievement Target/Success Criteria:** overall level for satisfactory performance on a student learning outcome

**Action Plan/Assessment Infrastructure:** activity sequence designed to help accomplish intended outcomes/student learning outcomes and/or improvement of academic assessment plan.

**Direct/Indirect Assessment:** *Direct assessment* requires students to display their knowledge and skills in response to the measurement instrument itself, as in tests, or exams, essays, portfolios, presentations, etc. *Indirect assessment* usually asks students to reflect on their learning rather than demonstrate it. Indirect may also ask employers or other interested parties to evaluate student learning as they have had occasion to observe it.

**Findings:** assessment results for comparison of actual vs. expected achievement level

**Program Goal:** broad statement about desired ends

**Measure:** method to gauge achievement of expected results
**Mission:** highest aims, intentions, and activities of the entity

**Student Learning Outcome:** measurable statement that describes the knowledge, skill or ability students will possess upon achievement of that outcome as it relates to the mission

**Original borrowed from:**

**Developed utilizing & modifying the following documents:**
Southern Illinois University - [http://pvcaa.siu.edu/forms.html](http://pvcaa.siu.edu/forms.html)
Western Association of Schools & Colleges - [http://www.wasc senior.org/findit/files/forms/Program_Learning_Outcomes_Rubric_4_08.pdf](http://www.wasc senior.org/findit/files/forms/Program_Learning_Outcomes_Rubric_4_08.pdf)