Unified Public Safety Administration Program

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The university maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of Criminal Justice, History, and Social Sciences. The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research and service the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelor of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement

Administration, Fire, and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy and Administration are also available in addition to a Pre-law and Paralegal Studies concentration and minor. The department hosts the Bachelor of Applied Science degree in Resource Management with concentrations in Human Resource Management, Industrial Technology-Manufacturing Management, Public Safety Management, Culinary Science, Environmental Science, Archaeology and Pre-law and Paralegal Studies. The department also delivers a Master of Science degree in Homeland Security, and a Post Masters certificate in Global Security and Intelligence.

Unified Public Safety Administration Mission Statement: Develop students in gaining an appreciation for the complexities of homeland security organizations, leadership, policies, ethics, and challenges, through the review of pertinent literature, critical and synthetic thinking, research, and reflective analysis and assessment. The Bachelor's Degree in Unified Public Safety Administration is unique in that it teaches students how to develop plausible resolutions to the risks and threats currently challenging emergency response personnel through the innovative delivery of transformative student learning experiences preparing graduates for life and career success in this expanding occupational field of emergency management in the public and private sectors. Courses are designed with the present and future administrator or leader in mind having direct application to the challenges of emergency management.

Purpose (optional): The Unified Public Safety Administration program will prepare students to students for entry positions and enhancement of positions currently held to leadership positions of greater responsibility in government and the private sector in which the ability to comprehend, influence, create and respond to government public safety policies from national, state and local levels in this region. It will also prepare interested students for the pursuit of further / additional advanced degrees in Homeland Security, Political Science or Strategic Leadership, at this or other institutions.

Methodology: The assessment process for the UPSA program is as follows:

1. Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected by the program coordinator.

2. The program coordinator will analyze the data to determine if students have met measurable outcomes.

3. Results from the assessment will be discussed with the program faculty and department head.

4. Individual meetings will be held with faculty teaching core and supporting courses if required (show cause).

5. The Program Coordinator, in consultation with the UPSA Advisory Committee and department head, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. First and second year students will be able to describe the historical issues, evolution and context of early America domestic homeland security challenges hazards risks and resources in present public safety preparedness and responses.

Course Map: Tied to course syllabus objectives.

UPSA 2400: Introduction to Corporate and Municipal Emergency Management
UPSA 2550: Hazards Risk Assessment Methods
UPSA 2700: Planning and Decision Making in Public Organizations
UPSA 4700: Event and Venue Security

Measure 1.1. (Direct – knowledge)

On an annual basis, students enrolled in UPSA 2400, UPSA 2550 and UPSA 2700, all required courses for UPSA students, will complete course assignments designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, challenges and applications of emergency management principles. 75% of enrolled students will be able to describe a basic understanding by scoring 70% or higher on the assignments of the course. Weekly worksheets from the three courses will be used in this determination. Risk Assessment Exercises from UPSA 2550 and Weekly Scenario Exercises from UPSA 2700 are used to measure application of emergency management principles using the same metric.

Findings: Target Not Met

Course Map:
UPSA 2400: Introduction to Corporate and Municipal Emergency Management
UPSA 2550: Hazards Risk Assessment Methods
UPSA 2700: Planning and Decision Making in Public Organizations

Analysis:

For AY 2016-2017, two of the courses used in this measure were offered, UPSA 2550 and UPSA 2700. One-hundred percent (100%) of enrolled students in UPSA 2550 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on semester assignments using a weighted average. Seventy-five percent (75%) of enrolled students in UPSA 2700 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) using a weighted average.

Specifically, students did well on tests well but had some issues doing weekly assignments. Based on the analysis of the AY 2016-2017 results and to drive continuous improvement in student learning, the following changes were implemented in 2017-2018: 1) rewording for clarity written assignments. 2) more stringent application and interpretation of grading metric. The two courses in this assessment shared the common characteristics of: 1) failing to meet the desired standard of performance for the course; 2) stronger test grades than grades on written assignments; 3) assignments not submitted by a small number of students skewed downward course averages. A more stringent application of the metric was employed in evaluation of written exercises to better differentiate student performances. Course materials were reviewed to assure current content was included and assignments "tweaked" to assure clarity of instructions.

During the AY 2017-2018 period of assessment, two courses were offered used in this measurement, UPSA 2400 and UPSA 2500 were offered. One class had 9 students, the other 10.

For AY 2017 -2018, for the course UPSA 2400, the target measure in this course was not met. Five of nine students (55%) met the 70% threshold standard for all course assignments, falling short of the 75% goal. Students with an average for all course assignments was 62% falling short the 70% goal. Strongest content areas based on performance were: Tests, with merged averages of tests 1, 2 & 3, 83%. Weakest performance area: weekly assignments with a 71% score average of all possible points.

For AY 2017 -2018, for the course UPSA 2550, the target measure in this course was not met. Five of ten students (50%) met the 70% threshold standard for all course assignments, falling short of the 75% goal. Students with an average for all course assignments was 67% falling short the 70% goal. Strongest content areas based on performance were: Tests, with merged averages of tests 1 & 2, 74% and merged averages equaling 74%. written assignments 67%. Weakest performance area: weekly assignments with a 62% score average of all possible points.

Action - Decision or Recommendation:

Based on the analysis of the AY 2017-2018 findings, Measure 1.1 research and current writing project requirements are appropriate to evaluate student knowledge and understanding of the subject matter of the course. To continue the pattern of continuous improvement, the faculty will continue to use the current SLO measure, however a statistical treatment will be applied during assessment evaluation in AY 2018-2019 to neutralize skewing influences from students not submitting assignments.

Measure 1.2. (Direct – Skill / Ability)

Students will demonstrate their critical thinking and problem-solving skills through a series of scenario-driven exercise in which they are required to analyze and develop a response to municipal management situations. In this response, they must create a plan that contains relevant, justifiable, feasible, and actionable recommendations based on the information presented. 70% of the students will score 8 or higher on the Critical Thinking – Problem Solving Rubric

Critical Thinking – Problem-Solving Rubric

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
(Inquire)	Clearly, accurately, and appropriately identifies key	Identifies most or all key issue/s and/or problem/s.	Identifies some key issue/s and/or problem/s. May have	Most or all of key issues/ and/or problem/s are not
Identify and define key issue/s and/or problem/s	issue/s and/or problem/s.	Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	some inaccuracies, omissions or errors present that interfere with meaning	identified or defined, or are identified or defined inaccurately. Meaning is unclear.

(Analyze) **Present and Analyze Data/ Information**	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and appropriate data/information. Generally, analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data /information. Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.
(Evaluate) **Apply a Multidimensional approach/ Consider context**	Clearly applies a multi-dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context but is aware of limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that position may have limits or context.
(Solve) **Demonstrate Sound Reasoning and Conclusions**	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully	Reasoning is illogical, simplistic, inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack

		consistent and relevant	supported, and/or contains minor	of coherent or clear conclusion.

Findings: Target Met

Analysis:

In the previous assessment period (AY 2016-2017), one-hundred percent (100%) of enrolled students in UPSA 2700 and UPSA 4700 were able to demonstrate the ability to perform critical analysis of municipal management situations, and to develop appropriate responses and strategies appropriate to meet course objectives and lesson standards.

To drive continuous improvement in student learning, in AY 2017-2018, we expanded the elements in exercises and assignments by incorporating new controlling regulatory standards and by reflecting changes in law.

As a result, in AY 2017-2018, 100% of students completing the capstone project scored above 8 as specified in the objective. One-hundred percent (100%) of enrolled UPSA 4700 students completing the capstone assignment were able to perform critical analysis of municipal management situations and develop responses and strategies appropriate to meet course objectives and lesson standards. Current exercises are appropriate devices to provide students with the opportunity to display understanding of foundational concepts and theories of public safety and emergency management response to a complex fictional scenario involving multiple theoretical and pragmatic considerations.

Action - Decision or Recommendation:

Based on the analysis of the AY 2017-2018 results, Measure 1.2 research and writing project requirements are appropriate to demonstrate critical thought skills in analysis and response preparation to municipal management situations. This concept remains critical and forms a foundational tenet of emergency management philosophy. For AY 2018-2019, external factors, including inclusion of the Quality Enhancement Plan

Project for this degree, will result in the redesign of this course. This measure will remain. Evaluative modifications will be made, aligning the learning measure with the content of the newly designed course.

SLO 2. Senior students will know the role and functions of the various agencies, laws, standards, risks, threats, tasks and assignments in a comprehensive capstone exercise developed in conjunction with a community partner.

Course Map: Tied to course syllabus below.

UPSA 4480: Senior Seminar
UPSA 4700: Event and Venue Security

Measure: 2.1. **(Direct – knowledge)**

On an annual basis, a sample number of research papers and/or projects from the required courses above will be evaluated by a panel of faculty members through the University of Louisiana Academic Summit, NSU Research Day, using a standardized research paper rubric (attached) or a formal presentation to UPSA faculty. The papers and/or projects will be evaluated to determine if students can demonstrate basic knowledge of fundamental principles of emergency management, laws, practices, and procedures. At least 80% of students sampled will score 75% or higher on the evaluation.

Findings: Target Met

Analysis:

During the previous period of assessment (AY16-17), from offerings of USPA 4480, Senior Seminar projects were completed and, in all cases, demonstrated a satisfactory measure of principles of emergency management, applicable law, recognized practices, and procedures. All students (100%) met the 75% threshold of this standard. Senior seminar projects employ a progressive problem-solving analysis strategy, performed in conjunction with a community partner. From UPSA 4700 final grades (only data available) satisfactory demonstration of student understanding of recognized practices of municipal event security management was evident. At least 80% of students exceeded the 75% threshold standard for this measure.

Based on an analysis of the AY 2016-2017 results, the following changes were made in AY 2017-2018: exercises for UPSA 4700 were updated to reinforce learning objectives

in the class and to expand critical thought requirements for the student; supplementary readings were updated in the course and students were required to identify and justify materials they felt appropriate for the course. UPSA 4480 required a survey of activities provided by the community partner.

During the current assessment period (AY 2017-2018), two UPSA 4480, Senior Seminar and one UPSA 4700, Event and Venue Security courses were offered.

UPSA 4480: Senior Seminar
Two Senior Seminar sections with a total of eight students and one section of Event and Venue Security with ten students were offered this during this assessment session.

Senior Seminar projects were completed and, in all cases, demonstrated a satisfactory measure of principles of emergency management. The students completed topic specific assessments applying content from their previous courses, applying knowledge, research, professional practices, and assessment techniques for their topic in conjunction with solving a problem with a community partner. Areas reviewed included: applicable law, recognized practices and procedures, hazardous materials, budget and finance, medical considerations, and safety. All students (100%) met the 75% threshold of this standard. Senior seminar projects employ a progressive problem-solving analysis strategy, performed in conjunction with a community partner. Given the close contact between students and the instructor to complete an acceptable project and the capstone nature of the project, no new content for assessment by traditional quantitative methods was generated. All students were successful in meeting the stated student learning objective.

UPSA 4700: Event and Venue Security
All but one student (9 of 10) successfully met this course's requirements. That student failed to submit a major project resulting in exclusion from the pool of successful students. Within the structure of the degree, UPSA 4700 serves a preparatory function for UPSA 4480, Senior Seminar, the capstone course for this program.   UPSA 4700 uses preparatory lessons as foundational knowledge for a final project. Like UPSA 4700, UPSA 4480 is a progressive project ending in a finished project incorporating elements of core curriculum courses. Given the vast diversity of projects selected by students and an equally diverse contingent of community sponsors, no unique form of evaluation exists. The availability of external forums for presentation of work differs by semester, and the timing of presentation opportunities this year did not align with the assignments and progress of the students to allow for presentations, thus presentations were not used in the assessment.

Action - Decision or Recommendation:

Curricular evolution including implementation of the QEP for this degree, as well as the lack of distinction in performances with all students meeting the standard for two consecutive years and the absence of quantitative scoring in the course evaluations will result in major revisions to this measure. The two courses evaluated for this measure will become the six-hour capstone component for this degree. UPSA 4700 will also become a core course in Resource Management. This will result in the expansion of course coverage to an all hazards proprietary risk course, expanding beyond the current security for a specific site and subject orientation. To allow for more complex exercises and assessments, both classes will be converted from eight- to sixteen-week periods of instruction. The senior seminar will require a formal presentation at either ULS Academic Summit, NSU Research Day, another appropriate professional conference, or to a panel of faculty. The specific metric of evaluation will be determined once the structure of the QEP for the degree is determined.

Measure: 2.2. (Indirect – Attitude)

At the end of the term students will be administered a survey asking: "In my public safety administration courses I was provided a collegiate level of understanding of homeland security policy, strategy, threat assessment and trends, associated law and procedures, and how the various agencies interact across the spectrum of operations." At least 85% of students will respond that they strongly agree or agree with the statement.

Findings: Target Met

Analysis:

From the previous reporting period (AY 2016-2017), Senior Seminar students were provided the standard course evaluation for the university. The course evaluation comments were consistently positive, suggesting a positive student experience. All (100%) students responded with either "agree" or "strongly agree" to the survey question "In my public safety administration courses I was provided a collegiate level of understanding of homeland security policy, strategy, threat assessment and trends, associated law and procedures, and how the various agencies interact across the spectrum of operations."

Students in UPSA 4700 were asked to respond with either "agree" or "strongly agree" to the survey question "In my Event and Venue Security course I was provided a collegiate level of understanding of homeland security policy, threat and vulnerability assessments

and trends associated with Event and Venue Security, however, no student evaluation data was available for this course.

UPSA 4480: Senior Seminar
Students responding to the course evaluation for the Senior Seminar were universal in their expression of understanding of the materials and the cumulative application of degree knowledge incorporated into the course design.

During this assessment period AY 2017-2018, exercises for UPSA 4700 were updated to reinforce learning objectives in the class and to expand critical thought requirements for the student. Supplementary readings were updated in the course and students were required to identify and justify materials they felt appropriate for the course. Review elements in exercises were refined to highlight current issues recognized by the instructor and to include new regulatory requirements and technological applications available for security specific to the course content.

Senior Seminar and Event and Venue Security are senior-level courses. The courses dovetail with both courses built around multiple-task comprehensive problem-solving exercises in which critical thought and conceptual and theoretical applications are required. Event and Venue Security prepares students for Senior Seminar, the capstone course for the degree program. The majority of student population subject to this measure did not participate in the mechanism creating data for the response. The survey instrument was not seen as useful or meaningful. A more effective device is needed.

Action - Decision or Recommendation:

As mentioned above, the two courses used in this measure will become the six-hour QEP element of the degree. The courses will be redesigned to meet all criteria of the QEP. Hopefully this redesign can lead to some meaningful forms of assessment for this measure. Redesign of UPSA 4700 will be accomplished before the Fall term, and work will be completed on USPA 4460 during the Fall term. At this time measures of assessment for this SLO will be determined.

SLO 3. Senior students will demonstrate that they understand the current policies and procedures to mitigate, prevent and respond to a disaster, analyze and implement regimens for safety and risk reduction, the ethics of care and compassionate leadership, and the mechanisms for measuring all-hazards threat and recovery.

Course Map: Tied to course syllabus below.

UPSA 3700: Disaster Response Operations and Management
UPSA 4400: Legal Issues in Emergency Management
UPSA 4480: Senior Seminar
UPSA 4700: Event and Venue Security

Measure 3.1. (Indirect – Knowledge / Attitude)

During the final semester of the senior year, the department will sample students with a performance survey. One question on this survey will state: "The Unified Public Safety Administration program at NSU has enabled me to conduct risk assessments, implement mitigations measures, navigate leadership challenges, and know the foundational concepts of the all-hazards approach to the emergency management process." Respondents will be able to respond with strongly agree, agree, neutral, disagree, strongly disagree. At least 85% of students will respond that they agree or strongly agree with the statement.

An online survey will be sent to a convenience sample of community partners who employ UPSA program students, asking them the degree to which they agree with the statement, "NSU graduates hired by you are able to recognize and articulate the foundational assumptions, central ideas and dominant criticisms of Homeland Security programs, strategies, and theories." Response choices will be, "strongly agree, agree, neutral, disagree, and strongly disagree." At least 85% of community partners will agree or strongly agree with that statement.

Findings: Target Met

Analysis:

In the previous assessment period (AY 2016-2017), course offerings of UPSA 3700, UPSA 4480, and UPSA 4700 were offered. Results from available data found successful efforts of the course based on grades and student evaluations, but inadequate instruments to measure the SLO in specificity. Absent requested guidance as to appropriateness of employer surveys, employer input was not sought. Faculty also have a privacy concern about surveying employer's regarding student performance remain. No authority is granted (nor required), but students could feel surveys and content with employers as inappropriate. The actions could be intrusive and unwarranted. Further, the former student may not be in a position consistent with their area of study, or the questionnaire relevant to job held or to the employer.

Based on the analysis of the results from AY 2016-2017 in AY 2017-2018 curricular changes were made to include a community partner survey in the Senior Seminar classes. Changes made in UPSA 3700 and UPSA 4700 were made to broaden the depth of instruction in areas critical to courses objectives. Student feedback and evaluation found the changes beneficial and relevant to their course expectations. Section rewrites of the UPSA 4400 curriculum were implemented to reflect revisions to a new edition of the textbook.

During the current reporting year (AY17-18):

UPSA 3700: Disaster Response Operations and Management
Students in course evaluations, reinforced by comments, acknowledged the depth and appropriateness of course content.

UPSA 4400: Legal Issues in Emergency Management
Student comments were generally in agreement with the delivery and quality of instruction in this course. Some were challenged by the complexity of dealing with legal matters and with the nuances associated will legal subject matter.

UPSA 4480: Senior Seminar
Graduating seniors were given a departmental survey assessing their experiences in their degree (as a whole). All were positive in their comments, indicating the degree and education was appropriate, comprehensive and was helping them currently in the professional obligations. Community partners interviewed by telephone without exception, expressed appreciation and thanks for the contribution to agency efficiency and emergency preparedness.

UPSA 4700: Event and Venue Security
This year, standard student evaluation of course procedures consistent with university policy were followed for this course. Telephone student employer evaluations were conducted. Elements of this SLO (current policies and procedures to mitigate, prevent and respond to a disaster, analyze and implement regimens for safety and risk reduction, the ethics of care and compassionate leadership, and the mechanisms for measuring all-hazards threat and recovery) are not elements of this evaluation instrument**.** Nonetheless, students had a favorable impression of the course and its content.

Standard student evaluation instruments remain inadequate for this measure of the SLO. General student evaluations are not appropriate for this manner, and contain elements designed to measure instructor proficiency and likability. In addition, privacy concerns are at issue, specifically the exposure of student critiques of the faculty to be

viewed by another faculty not supervising the employee. For this reason, personal exit interviews were created to assess this measure.

Action - Decision or Recommendation:

Based on the analysis of the results from AY 2017-2018 for Senior Seminar projects, a revised survey of community partners will be incorporated into the curriculum. The survey will focus on the project's role in addressing needs of the community partner. At the onset of the project, a consent form will be required from the community partner to include participation in at the end of the project for assessment purposes. This information will be included in the course syllabus. An adjunct faculty member with knowledge of the assessment process will be indoctrinated in this assessment for the inclusion of the measures decided upon for this SLO.

Comprehensive summary of key evidence of improvements based on analysis of results

Based on an analysis of the AY2016-2017 data, the following changes were implemented in AY2017-2018:

- A more stringent application of the metric was employed in evaluation of written exercises to better differentiate student learning performance.

- Course materials were reviewed to assure current content was included and assignments "tweaked" to assure clarity of instructions

- Exercises were expanded to incorporat new controlling regulatory standard and reflect changes in law

- Exercises and weekly assignments were updated to reinforce learning objectives in the class and to expand critical thought requirements for the student

- Supplementary readings were updated in the course and students were required to identify and justify materials they felt appropriate for the course

During this assessment period UPSA 3600 was added to the curriculum. The cyclic curriculum (3 year) assessment continues. UPSA 3000, UPSA 3600 and UPSA 4700 have seen use by other curriculums as elective or support courses. The influx of students without a public safety foundation has not disrupted the courses. Adjunct faculty with career experience and expertise are teaching courses specific to their expertise.

Concentration D (Public Facilities Management) of the UPSA curriculum has been revised, incorporating courses from the School of Business, and newly available UPSA courses to create a concentration responsive to student and employer interests.

Foundational work for the QEP has begun and UPSA 4700 and UPSA 4600 will be delivered as full-term classes, allowing for projects with more in depth and complex assignments.

Exit interviews designed to seek feedback for curricular improvement have been initiated. They are conducted with the mandatory contact with the advisory upon application to graduation.

Plan of Action moving forward

The UPSA degree program continues to be an efficient, unique, and profitable offering for the university, extending support to students in multiple disciplines of the university beyond the degree program itself, specifically: criminal justice, resource management, general studies and ROTC. The program was recently recognized by College Choice as the Best Online Law Enforcement Degree (Ranked #1) in the nation and second most affordable and second (Ranked #2) in the rankings of most affordable online law enforcement degrees. The program shows continued growth and addresses the need of non-traditional students working in emergency management in this state and beyond. UPSA courses have been incorporated into the core of the Resource Management degree.

Since inception, the capstone course has included a project where students working with community partners create a product to address a public safety need. These projects have become in a variety of public and private sector organizations as policy, practice and operational protocols forming public safety policy. This practice will continue, becoming more structured as the Senior Seminar course is refined to meet QEP requirements.

Measuring SLO's objective to better identify successes and weaknesses in the coursework and curriculum will continue.