Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Emergency Management, M.S.

Submission Due Date
2024-2025

Assessment Coordinator Name
Matthew Malone

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To demonstrate planning skills related to the disaster management cycle

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Students demonstrating that they understand planning activities undertaken by various sectors in the planning phase of the disaster management cycle

Timeframe for this Outcome
Academic Year 2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used
EMGT 500 Module 6 Assignment - What are the types of activities that a local disaster manager can take to engage those in the public, private, and volunteer sector to enhance the planning process?

Frequency of Assessment
EMGT 500 is taught every fall semester

Data Collected for this Timeframe (Results)
9/10 or 90%

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
We are satisfied with the outcome. The discussion post was used for the fifth year, and the student who do not meet the standard performed better on future assignments are feedback was given. The discussion assignment used for assessment has been examined after each assessment, and it has continued to be determined to keep the assignment as is. We will examine student mistakes made for a need for clarifications or additional explanations.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand the need for contingency planning during the disaster response and recovery phases of the disaster management cycle

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used	**Frequency of Assessment**
EMGT 520 Week 2 Discussion Post - What are the major changes an emergency manager can expect after a disaster? What are the goals of disaster response and recovery?	EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
6/7 or 86%	3

Comments/Narrative
This item was measured for the fourth consecutive year, and it was fully met for the fourth consecutive year. While the measure was not 100% as it was in the past year, the singular student who did not meet the goal simply did not complete the assignment. The plan is still to revise this instrument for this measure, but the decision was made to keep the instrument the same for this period. We will continue to consider all possibilities regarding the future instrument for this outcome.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
Students demonstrate that they understand the importance of government continuity planning to ensure the return of essential functions following a disaster

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used	**Frequency of Assessment**
EMGT 530 Final Paper - In 15-20 pages, students will discuss what a continuity plan is, the importance of having a continuity plan, what makes a strong plan, and finally, they will analyze the two county plans to discuss their strengths and/or weaknesses.	EMGT 530 is taught every summer semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
12/13 or 92%	3

Comments/Narrative
For the third consecutive year, this goal was met. The measure used for this outcome is the culmination of a semester's worth of learning and research on government continuity planning. Students spend multiple weeks focused on this assignment alone, which gives them the ability to showcase their knowledge on continuity planning. The final paper assignment used for assessment has been examined after each assessment, and it has continued to be determined to keep the assignment as is. We will examine student mistakes made for a need for clarifications or additional explanations.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
As in the previous five years of assessment, we used the same three assessments for the three outcomes. We had all three outcomes met, which makes for three consecutive years. We are pleased with the progression we have seen towards this goal, but we did not make changes for next year's assessment as suggested by our previous report.

Changes Made/Proposed Related to Goal
It was suggested in last year's report that we would be overhauling our assessments for this report, but

the implementation of the overhaul was delayed. For the coming year, we will continue examining all goals, outcomes, and assessments in the ongoing overhaul of the program assessment. The focus will be on the instruments used for assessment in order to ensure all outcomes and goals are measured in the most effective means.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To explain the role of communication in emergency management

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand the evolving communications structures and needs during disaster response

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used	**Frequency of Assessment**

EMGT 520 Disaster Scenario and Response Assignment - Respond to prompts dealing with an evolving disaster over three periods

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)
5/7 or 71%

Score (Met=3, Partially Met=2, Not Met=1)
2

Comments/Narrative
This measure was used for the fourth consecutive year, and for the first time, the outcome was only partially met. Of the two students that failed to meet the target, one only completed half of the assignment and the other simply turned in sub-par work. We are continuing to collect data, and we will continue to analyze the data to recognize the trends and efficacy of this measure and its results. There are currently no plans to change this measure or the instrument used; however, before the course is taught again, we will examine student mistakes made for a need for clarifications or additional explanations.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand the role of communication and techology is disaster respone and recovery

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"

<70% will score >= 80% on the assessment

Assessment Measure Used
EMGT 520 Chapter 11 Quiz - Covers "Harnessing Technology and Organization," pages 348-393, in the McEntire textbook

Frequency of Assessment
EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)
7/7 or 100%

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
This outcome was met for the second consecutive year after being not met three years ago. The overall results improved further this year, which indicates that changes made to instruction of the material were likely effective in producing a stronger student outcome. The assessment measure will remain the same for the coming year, and trends in results will continue to be scrutinized. With additional data, the questions used can continue to be examined over time.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand the importance of communication across a number of areas of emergency management

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"

<70% will score >= 80% on the assessment

Assessment Measure Used
FEMA IS Courses - Students must complete all FEMA online IS Courses towards earning FEMA Level 1 - Professional Continuity Practitioner Certification

Frequency of Assessment
EMGT 530 is taught every summer semester

Data Collected for this Timeframe (Results)
13/13 or 100%

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
We are still satisfied with the outcome; however, before the course is taught again, we will adjust the FEMA IS course requirements to align with the new IS course requirements for the FEMA Level 1 - Professional Continuity Practitioner Certification should they be altered. All students who fully completed the required courses met the standard.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
We have now continued to use the same assessments for consecutive years with a standardized course rotation. All two of three goals were met this year. The data trends on outcomes two and three have continued on a steady path, which is pleasing. Outcome one was not met this year, and it was likely an abnormality based on the quality of the work, or lack thereof, by two students. I would expect this outcome to be met in the coming year; however, we will take action should it not be fully met in two consecutive years. We will continue to monitor the goals as we will have more standardized and accurate data annually with the course rotation being standardized for a few years.

Changes Made/Proposed Related to Goal
We will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To show an ability to exercise critical thinking skills to analyze past events

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High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand how to find information on past Presidentially declared disasters

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used	Frequency of Assessment
EMGT 500 Module 2 Discussion Post - Review the disaster types covered in Section 2.4 of Chapter 2. Use the "incident type" drop down box to choose a FEMA federally declared disaster (https://www.fema.gov/disasters) that is of the type discussed in Chapter Two, i.e. Alabama Severe Storms, Tornadoes, Straight-line Winds, and Flooding (DR-1971). Briefly describe the event. Then, describe how you would plan for a future event of the same type in the same state. In other words, put yourself in the role of an emergency manager in that state preparing for a future disaster.	EMGT 500 is taught every fall semester

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
9/10 or 90%	3

Comments/Narrative
We are satisfied with the outcome. This was the third consecutive year utilizing this goal and

assessment in its current iteration. Given the results for three consecutive review cycles, the measure appears to be effective; however, we will review and revise this outcome going forward as needed.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students demonstrate that they understand how analyzing the response to previous disasters can lead to improved disaster response in future similar events

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
80% will score >= 80% on the assessment

Performance Target for "Partially Met"
Between 70% and <80% will score >= 80% on the assessment

Performance Target for "Not Met"
<70% will score >= 80% on the assessment

Assessment Measure Used	**Frequency of Assessment**
EMGT 520 Final Paper - The final paper will be an analysis of the response and recovery to a previous federally declared disaster	EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
7/7 or 100%	3

Comments/Narrative
We are satisfied with the outcome. The written assignment used for assessment was used for the fourth consecutive year, and it has been met all years. We will continue to gather data and evaluate student

mistakes made for a need for clarifications or additional explanations over time.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
This goal has continued to be met over recent years; however, the outcome measures used have varied but are becoming more stable. For example, we combined outcomes one and two from the assessment three years ago into a new outcome one. This gives use data for three consecutive years now. With three years of data, it appears that our students are meeting the overall goal and outcomes annually. The outcomes will continue to be examined annually to ensure accurate and comparable results are being obtained.

Changes Made/Proposed Related to Goal
We will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for Master's/First Professional is less than 6.

Assessment Measure Used	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
23.0	3

Comments/Narrative
We are constantly seeking to enroll more students into our program. This is happening in a few different ways. First, as students enter and graduate our program, word of mouth from those students has been used to bring in a number of new students. This has been a continued trend since the program began. A new example for this would be the addition of a staff member from a local emergency management agency who joined the program this year. The student works with two alumni and one current student in the program and chose to pursue the degree based on the positive experiences of their coworkers.

Second, the university continues to maintain an individual in the Office of Admissions who is a direct contact for all graduate students. The College of Graduate and Online Studies has an individual who is responsible for graduate student recruitment. Having specialized employees working solely on graduate programs has streamlined the entire recruitment, application, and admissions process. Once admitted to the program, I contact the admitted student to congratulate them on their admission and begin a direct relationship with the student.

Third, we have actively used our university relations personnel to write stories and press releases on multiple alumni of our program to highlight success stories of students who have graduate from our program. These stories have been run on university media channels, as well as being picked up by local and regional media outlets.

Fourth, we have ensured our program is listed on FEMA's website for programs in Emergency Management for a more national focus, as it has been for a number of years now. Finally, we continue to use social media to spread the word about our program.

For the third year in a row, our program is at both its highest number of enrolled students based on the five-year rolling average. We plan to continue to build on our successes to maintain steady enrollment and growth in the program.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
2023-2024

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"
Not Applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded for Master's/First Professional is less than 3.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
9.6	3

Comments/Narrative
Again, this outcome was met. We are continuing to enroll and graduate students to meet the standards as required. As enrollment has increased over time as seen in outcome 1, our graduation numbers have increased. Last year, I wrote "this outcome is increasing with time and trends suggest it will remain that way." During the reported year, we had our highest number of graduates in an academic year with 17.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our program is continually growing, so we will continue to met the enrollment outcomes. This can been seen in our increased number of degrees awarded. We will continue to do the things that are working well while consistently striving to find new and innovative ways to recruit and graduate students.

Changes Made/Proposed Related to Goal

We will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review