

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 "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Emergency Management, M.S.

Submission Due Date
Fall 2025: October 1, 2025

Assessment Coordinator Name
Matthew Malone

Enter Assessment Coordinator Email
mmalone@lander.edu

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 2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<80\%$ will score \geq 80% on the assessment

Performance Target for "Not Met"

$<70\%$ will score \geq 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)

14/16 or 88%

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 sixth year, and the students who did not meet the standard did not complete the assignment. 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

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<$ 80% will score \geq 80% on the assessment

Performance Target for "Not Met"

$<$ 70% will score \geq 80% on the assessment

Assessment Measure Used

EMGT 520 Module 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?

Frequency of Assessment

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)

10/11 or 91%

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

3

Comments/Narrative

This item was measured for the fifth consecutive year, and it was fully met for the fifth consecutive year. While the measure was not 100% for the second straight year, the singular student who did not meet the goal simply did not complete the assignment. 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 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

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<$ 80% will score \geq 80% on the assessment

Performance Target for "Not Met"

$<$ 70% will score \geq 80% on the assessment

Assessment Measure Used

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.

Frequency of Assessment

EMGT 530 is taught every summer semester

Data Collected for this Timeframe (Results)

7/8 or 88%

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

3

Comments/Narrative

For the fourth 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 student who failed to meet the standard did not complete the coursework but remained in the course through its completion. 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 six 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

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 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

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<$ 80% will score \geq 80% on the assessment

Performance Target for "Not Met"

$<$ 70% will score \geq 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)
10/11 or 91%

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

Comments/Narrative

This measure was used for the fifth consecutive year, and after only being partially met in the previous year, the outcome was fully met this year. The student that failed to meet the target turned in the assignment late, which resulted in a loss of points that drove their score below the threshold for meeting the standard. 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 technology in disaster response and recovery

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

80% will score $\geq 80\%$ on the assessment

Performance Target for "Partially Met"

Between 70% and $<80\%$ will score $\geq 80\%$ on the assessment

Performance Target for "Not Met"

<70% will score \geq 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)

11/11 or 100%

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

3

Comments/Narrative

This outcome was met for the third consecutive year. 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

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and <80% will score \geq 80% on the assessment

Performance Target for "Not Met"

<70% will score \geq 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)

7/8 or 88%

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. The student who did not meet the standard simply did not complete the required courses.

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 three consecutive years with a standardized course rotation. All 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 in the previous year, but it was met this year. 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

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 how to find information on past Presidentially declared disasters

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<80\%$ will score \geq 80% on the assessment

Performance Target for "Not Met"

$<70\%$ will score \geq 80% on the assessment

Assessment Measure Used

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.

Frequency of Assessment

EMGT 500 is taught every fall semester

Data Collected for this Timeframe (Results)

16/16 or 100%

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

3

Comments/Narrative

We are satisfied with the outcome. This was the fourth consecutive year utilizing this goal and assessment in its current iteration. Given the results for four 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

2024-2025

Performance Target for "Met"

80% will score \geq 80% on the assessment

Performance Target for "Partially Met"

Between 70% and $<80\%$ will score \geq 80% on the assessment

Performance Target for "Not Met"

$<70\%$ will score \geq 80% on the assessment

Assessment Measure Used

EMGT 520 Final Paper - The final paper will be an analysis of the response and recovery to a previous federally declared disaster

Frequency of Assessment

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)

11/11 or 100%

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

3

Comments/Narrative

We are satisfied with the outcome. The written assignment used for assessment was used for the fifth 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, and the outcome measures used have become stable to allow for trends to emerge and be observed. This gives use data for four consecutive years now. With four 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

2024-2025

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

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

24.4

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

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. As the program has evolved, more students have been going straight from undergraduate work into the graduate program. Alumni from our program communicate with their peers still completing their bachelor's degree, which has led to numerous students entering the program.

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. However, this will be the final year for this as FEMA has discontinued their college list.

Finally, we continue to use social media to spread the word about our program.

For the fourth 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.

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?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2024-2025

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

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

9.4

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

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. Two years, 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. The number dropped slightly this year; however, we will continue to strive to grow the number.

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 meet the enrollment outcomes. This can be 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?

Yes

Signature of Dean

Misty L. Jameson

Comments from Dean's Review

As with last year's report, this year's Emergency Management assessment shows that the program is doing well overall. This report is clearly written, with solid goals and outcomes and a careful review of the assessment process.

In looking at Goal Four (productivity), I am impressed that you can rely on your alumni for word-of-mouth and on Marketing and Communications to write stories on your alumni. Do you ever bring alumni back to campus (either in person or via zoom/online) for alumni panels or as guest speakers? This type of interaction can assist with both recruitment and retention, as it gives students examples of the types of paths they might follow after graduation (and an incentive to stay in the program). This report does not talk much about retention, but these efforts will help with graduation rates.

Here are two other things to consider: (1) how you might use NACE competencies to help you with recruitment and retention, and (2) the possibility of including a new goal that in some way tracks career/workforce readiness ("Engage in Professional Development" or "Develop Meaningful Professional Direction for Life after Graduation" for example). This last is a possibility to consider but may not be necessary since this is an M.S. degree; however, collecting this data might give you solid information that can, again, be a way to recruit and retain students. These are things to consider in the coming academic year.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.