# 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".

**Academic Program**

Emergency Management, M.S.

**Submission Year**

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

**Assessment Coordinator Name**

Matthew Malone

**Enter Assessment Coordinator Email**

mmalone@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

# 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To demonstrate planning skills related to the disaster management cycle

**Pillar of Success Supported**

⊙ High-Demand, Market-Driven Programs

○ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

○ Robust Student Experience

○ Graduates Who Are Gainfully Employed or Admitted to Graduate School

○ Advancement Activities Leveraged to Further the University's Mission

○ Engaged and Supportive Alumni

○ Financially Stable and Operationally Efficient

○ Facilities Positioned for Growth and Efficient Utilization

○ Employer of Choice

○ Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*

# 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 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
| --- | --- |
| EMGT 500/600 Week 8 Discussion Post - 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? | Every time EMGT 500/600 is taught. |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

Not applicable

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

EMGT 600, renamed EMGT 500 as of Fall 2019, was not taught during the 2018-2019 academic year. Therefore, no new data exists to report on this outcome. The course is being offered in the Fall 2019 semester, so new data will be available for next year's report.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

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

# Outcome 2

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

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| EMGT 520/615 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? | Every time EMGT 520/615 is taught. |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

We are satisfied with the outcome. The discussion post used for assessment was examined after the last assessment, and it was determined to keep the question as it was; however, before the course is taught again, we will examine student mistakes made for a need for clarifications or additional explanations.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| EMGT 530/680 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. | Every time EMGT 530/680 is taught. |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| 8/8 or 100% | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

This outcome was only partially met last year due to two papers not fully answering the question in the detail required for a graduate level course. At that time, a minimum page length was only a suggestion rather than a requirement. Requiring a minimum page length this year has brought the outcome measure up to being met. The assignment will continue to be evaluated and adjusted should arise.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

On last year's assessment, we used the same three assessments for the three outcomes. We had one met, one partially met, and one not met outcome. Outcome one was not measured this year as the course was not taught. Outcome two was met last year and remained unchanged being met again. Outcome three was partially met last year, but this year, the assignment was revised to make instructions and expectations more clear. The outcome was met this year. Therefore, we moved in a positive direction with two outcomes being met and a third being unmeasured.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

As a "new" program, we will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
*Please upload any rubrics or other documents used
for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To explain the role of communication in emergency management

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# Outcomes

## Outcome 1

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| | Every time EMGT 520/615 is taught |

EMGT 520/615 Disaster Scenario and Response Assignment - Respond to prompts dealing with an evolving disaster over three periods

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

6/7 or 86%

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

We are satisfied with the outcome. The three-tiered assignment used for assessment was examined after the last assessment, and it was determined to keep the assignment as it was; however, before the course is taught again, we will examine student mistakes made for a need for clarifications or additional explanations.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Outcome 2

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
| EMGT 520/615 Chapter 11 Quiz - Covers "Harnessing Technology and Organization," pages 348-393, in the McEntire textbook | Every time EMGT 520/615 is taught |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

We are satisfied with the outcome. The quiz used for assessment was examined after the last assessment, and it was determined to keep the quiz as it was; however, before the course is taught again, we will examine student mistakes made for a need for clarifications or additional explanations.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the*

*past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Outcome 3

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

EMGT 530/680 is taught

**Data Collected for this Timeframe (Results)**

8/8 or 100%

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

We are satisfied with the outcome; however, before the course is taught again, we will ensure the FEMA requirements for the certification have not changed. If they have, we will adjust the required FEMA IS courses as needed.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Goal Summary

**Goal Summary/Comments**

On last year's assessment, we used the same three assessments for the three outcomes. We had two met and one partially met. Outcomes one and three were met and remained met. No changes were made to either outcome measure or assessment. Outcome two moved form partially met to met. The outcome was only partially met last year as two students did not complete the assignment, and as such, their zeroes brought the entire class average below the met and partially met thresholds. All students completed the assessment this year, and the goal was met. Therefore, we moved in a positive direction with all three outcomes being met.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

As a "new" program, we will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
*Please upload any rubrics or other documents used
for this goal.*

# 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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

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# Outcomes

## Outcome 1

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**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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**                          **Frequency of Assessment**

EMGT 500/600 Week 3 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.

Every time EMGT 500/600 is taught

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

Not applicable

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

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

EMGT 600, renamed EMGT 500 as of Fall 2019, was not taught during the 2018-2019 academic year. Therefore, no new data exists to report on this outcome. The course is being offered in the Fall 2019 semester, so new data will be available for next year's report.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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 use information from past Presidentially declared disasters to adjust planning for them in the future

**Timeframe for this Outcome**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| **Assessment Measure Used** | **Frequency of Assessment** |
|---|---|
|  | Every time EMGT 500/600 is taught |

EMGT 500/600 Week 3 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.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

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

Not applicable

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

EMGT 600, renamed EMGT 500 as of Fall 2019, was not taught during the 2018-2019 academic year. Therefore, no new data exists to report on this outcome. The course is being offered in the Fall 2019 semester, so new data will be available for next year's report.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Outcome 3

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

80% will score >= 80% on the assessment

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

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

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

| Assessment Measure Used | Frequency of Assessment |
| --- | --- |
| EMGT 520/615 Final Paper - The final paper will be an analysis of the response and recovery to Hurricane Katrina | Every time EMGT 520/615 is taught |

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Data Collected for this Timeframe (Results)**

7/7 or 100%

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

We are satisfied with the outcome. The assignment used for assessment was examined after the last assessment, and it was determined to keep the assignment as it was; however, before the course is taught again, we will examine student mistakes made for a need for clarifications or additional explanations.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

# Goal Summary

**Goal Summary/Comments**

Last assessment, all three outcomes were only partially met. A singular student was the cause for this.The student received zeroes on the assignments used for outcome measures as they stopped completing assignments and withdrew from the program after the end of the semester. This assessment period, we had no such issues. All outcomes were met.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

As a "new" program, we will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
*Please upload any rubrics or other documents used
for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

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

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# 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**

2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| 8.8 | 3 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**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. Second, we are more actively seeking out students in specific sectors, i.e. targeted e-mail and snail mail letters about our program to public utility organizations in South Carolina. Third, our graduate programs administrative assistant and I have attended various career fairs and/or meetings of groups to attract interest to the program. Fourth, we have ensured our program is listed on FEMA's web-site for programs in Emergency Management for a more national focus. Finally, a well maintained and up-to-date web-site attracts student inquires from a simple Google search of programs. Our enrollment is trending in the right direction, and as we market more aggressively, it should only continue its upward trajectory.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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**

2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

| **Data Collected for this Timeframe (Results)** | **Score (Met=3, Partially Met=2, Not Met=1)** |
|---|---|
| 1.8 | 1 |

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**Comments/Narrative**

Our first major cohort since the program relaunched in the fall of 2017 has begun to graduate. This is pushing our number of graduates significantly. As enrollment increases, our graduate numbers will increase. Our retention numbers have been very strong, so students are remaining in the program. This outcome will simply be solved with time. Given graduates this summer, planned graduations this fall, and likely spring graduates, we will met this outcome next assessment.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

*Include estimate of cost.*

**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 will in turn increase our graduation numbers as we have more students complete the program requirements. Our failure to meet outcome two is simply one that is due to the status of our program as "new" and the time it takes for students to complete their degrees. At this time, we are doing all we can with the students we have to retain and graduate them. A way to expedite this is to increase enrollment, which can be done by a more aggressive marketing strategy for our program.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Changes Made/Proposed Related to Goal**

As a "new" program, we will continually revisit assessment items to ensure our students are equipped to be successful in their careers and meeting our desired outcomes.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**
*Please upload any rubrics or other documents used
for this goal.*