

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 Year

2020-2021

Assessment Coordinator Name

Matthew Malone

Enter Assessment Coordinator Email

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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 2019-2020

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 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?

Frequency of Assessment

Every time EMGT 500 is taught.

Data Collected for this Timeframe (Results)

13/14 or 93%

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

3

Comments/Narrative

We are satisfied with the outcome. The discussion post used for assessment was used for the first time this year; 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 need for contingency planning during the disaster

response and recovery phases of the disaster management cycle

Timeframe for this Outcome

2019-2020

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 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?

Frequency of Assessment

Every time EMGT 520 is taught.

Data Collected for this Timeframe (Results)

This outcome was not measured during this academic time period. The outcome will be measured in Spring 2021 for next year's assessment.

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

Comments/Narrative

We were satisfied with the outcome in last year's assessment. Due to adjusting our course rotation, EMGT 520 was not taught last year. It will be offered in the Spring 2021 semester for inclusion on next year's assessment.

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

2019-2020

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

Every time EMGT 530 is taught.

Data Collected for this Timeframe (Results)

6/7 or 86%

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

3

Comments/Narrative

This assessment measure was met for the second straight year after only being partially met two years ago. We are satisfied with the outcome. The final paper 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.

Resources Needed to Meet/Sustain Results**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 outcomes met and a third that was not measures due to the course not being offered. Outcome one was not measured last year as the course was not taught. This year, the outcome was met. Outcome two was met last year, but it was not measured this year as the course was not taught. Outcome three was met last year, and the outcome was met again this year. With a revised course rotation, all courses that include assessment measured should be offered annually beginning with the 2020-2021 academic year.

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. We will also be assessing each goal and outcome annually

with a new course rotation beginning in the Fall 2020 semester.

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

2019-2020

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 520/615 Disaster Scenario and Response
Assignment - Respond to prompts dealing with an

Frequency of Assessment

Every time EMGT 520 is taught

evolving disaster over three periods

Data Collected for this Timeframe (Results)

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

This outcome was not measured during this academic time period. The outcome will be measured in Spring 2021 for next year's assessment.

Comments/Narrative

We were satisfied with the outcome in last year's assessment. Due to adjusting our course rotation, EMGT 520 was not taught last year. It will be offered in the Spring 2021 semester for inclusion on next year's assessment.

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

2019-2020

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

Frequency of Assessment

Technology and Organization," pages 348-393, in Every time EMGT 520 is taught the McEntire textbook

Data Collected for this Timeframe (Results)

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

This outcome was not measured during this academic time period. The outcome will be measured in Spring 2021 for next year's assessment.

Comments/Narrative

We were satisfied with the outcome in last year's assessment. Due to adjusting our course rotation, EMGT 520 was not taught last year. It will be offered in the Spring 2021 semester for inclusion on next year's assessment.

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

2019-2020

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

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

EMGT 530 is taught

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

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 adjust the FEMA IS course requirements to align with the new IS course requirements for the FEMA Level 1 - Professional Continuity Practitioner Certification.

Resources Needed to Meet/Sustain Results

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, and we met all three outcomes. This year was anomaly. Due to course scheduling and offerings, we did not offer the course where assessments for outcomes one and two are measured. This problem has been rectified through a standardized core course schedule that will ensure all core courses are taught annually, and as such, all outcomes will be measured annually. The third outcome was assessed and the measure was met.

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. We will also be assessing each goal and outcome annually with a new course rotation beginning in the Fall 2020 semester.

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

2019-2020

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 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.

Frequency of Assessment

Every time EMGT 500 is taught

Data Collected for this Timeframe (Results)

13/14 or 93%

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

3

Comments/Narrative

We are satisfied with the outcome. The discussion post used for assessment was used for the first time this year; 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 how use information from past Presidentially declared disasters to adjust planning for them in the future

Timeframe for this Outcome

2019-2020

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 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.

Frequency of Assessment

Every time EMGT 500 is taught

Data Collected for this Timeframe (Results)
13/14 or 93%

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

Comments/Narrative

We are satisfied with the outcome. The discussion post used for assessment was used for the first time this year; 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 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

2019-2020

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 Hurricane Katrina

Frequency of Assessment

Every time EMGT 520 is taught

Data Collected for this Timeframe (Results)

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

This outcome was not measured during this academic time period. The outcome will be measured in Spring 2021 for next year's assessment.

Comments/Narrative

We were satisfied with the outcome in last year's assessment. Due to adjusting our course rotation, EMGT 520 was not taught last year. It will be offered in the Spring 2021 semester for inclusion on next year's assessment.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

Last assessment, all three outcomes were met. As with our previous two goals, the course schedule resulted in one outcome, outcome three, not being measured this year. Outcomes one and two were measured and were both met. The third outcome will be measured this coming year as the course will be offered.

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. We will also be assessing each goal and outcome annually with a new course rotation beginning in the Fall 2020 semester.

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

2019-2020

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)

10.4

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. 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. New to this year, we have begun utilizing social media through our Center for Online and Innovative Learning. Social media allows us to highlight students, professors, and alumni from the program to show the "real-world" applicability of our 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

2019-2020

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)

3.8

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

3

Comments/Narrative

As highlighted in last year's report, 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 is increasing with time. We moved from "Not Met" to "Met" this year due to increased enrollment and retention.

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