

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

2021-2022

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 2020-2021

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, which will now be every fall semester.

Data Collected for this Timeframe (Results)

5/6 or 83%

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

3

Comments/Narrative

We are satisfied with the outcome; however, we plan for more students to be in the course going forward. This was the first calendar year we have put our new course rotation into place, so enrollment was lower in some courses due to this. The discussion post was used for the second year, and the one student who received a lower score did not fully complete the assignment. 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

2020-2021

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, which will now be every spring semester.

Data Collected for this Timeframe (Results)

9/9 or 100%

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

3

Comments/Narrative

This item was not measured last year due to the change in course rotation. Therefore, we have no point of comparison from the previous year; however, the positive results from this semester are promising for the future of this measure.

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

2020-2021

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, which will be every summer.

Data Collected for this Timeframe (Results)

7/9 or 78%

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

2

Comments/Narrative

This assessment measure was met the previous two years, but dropped to partially met this year. We are satisfied with the outcome due to the circumstances explained next. Of the two students who did not meet the standard, one partially met the standard and one did not meet the standard. A third student took a medical incomplete for the course and has yet to complete their work. If the student had completed the assignment in time and met expectations, the overall score would have moved to met expectations. This is likely an anomaly that will correct itself on the next assessment. 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 two years of assessment, we used the same three assessments for the three outcomes. We had two outcomes met and a third that partially met due to circumstances explained above. With our new course rotation, all three outcomes were measured this year. Outcome one was met this year for the second straight year. Outcome two was met two years, but it was not measured last year as the course was not taught. It was again met this year. With the new standardized course rotation, there should be no gaps in measurements going forward. After being met the past two years, Outcome

three only partially met this year. Given the anomaly of the incomplete grade for one student and a second very poor paper, I do not foresee this being a long-term trend; however, the assignment used to measure the outcome will still be evaluated for any needed changes to improve the outcome. With our new revised course rotation, we will better be able to track all three outcomes in the coming years to ensure all outcomes, as well as the overall goal, are being 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.

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

2020-2021

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

Frequency of Assessment

Every time EMGT 520 is taught, which will now be
every spring.

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 not measured last year due to the change in course rotation. Therefore, we have no point of comparison from the previous year; however, the positive results from this semester are promising for the future of this measure. 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

2020-2021

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

Every time EMGT 520 is taught, which will now be every spring.

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 not measured last year due to the change in course rotation. Therefore, we have no point of comparison from the previous year; however, the positive results from this semester are promising for the future of this measure. The one student who did not meet the standard failed to complete the assignment rather than completing it below the standard.

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

2020-2021

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

Every time EMGT 530 is taught, which will be every summer.

Data Collected for this Timeframe (Results)

9/10 or 90%

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

3

Comments/Narrative

We are satisfied with the outcome; 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. The one student who did not meet the standard failed to complete the courses. All students who attempted the assignment fully met the standard.

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; however, due to course scheduling and offerings, we did not offer the course where assessments for outcomes one and two were measured. Outcome three was met. In the year prior, we met all three outcomes. With our new revised course rotation, we will better be able to track all three outcomes in the coming years to ensure all outcomes, as well as the overall goal, are being 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.

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

2020-2021

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, which is now every fall.

Data Collected for this Timeframe (Results)

6/6 or 100%

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 second time this assessment; 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

2020-2021

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.

Frequency of Assessment

Every time EMGT 500 is taught, which will be every fall.

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.

Data Collected for this Timeframe (Results)
6/6 or 100%

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 second time this assessment; 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

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

2020-2021

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 Final Paper - The final paper will be an analysis of the response and recovery to Hurricane Katrina Every time EMGT 520 is taught, which will be every spring.

Data Collected for this Timeframe (Results)
9/11 or 82%

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 assessment; 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

As has been the case with our other goals, the anomaly of the new course rotation did not allow for all outcomes to be measured last year. Outcomes one and two have been measured the past two years, and both have been and remain met. Outcome three was not measured last year; however, it was both met two years ago and this year. With our new revised course rotation, we will better be able to track all three outcomes in the coming years to ensure all outcomes, as well as the overall goal, are being 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.

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

2020-2021

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)

10.8

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. Second, the university now has an individual in the Office of Admissions who is a direct contact for all graduate students. The College of Graduate and Online Studies as an individual who is responsible for graduate student recruitment. Having specialized employees working solely on graduate programs should streamline the entire recruitment, application, and enrollment process.

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 web-site for programs in Emergency Management for a more national focus, as it has been for a number of years now. Finally, we continue to use social media to spread the word about our program. With fall 2020 being an off year due to COVID, our numbers dipped, but they have risen again and remain above the threshold for the outcome being met.

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

2020-2021

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)

5

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

3

Comments/Narrative

Last year was the first year this outcome was met. The program has reached a point where we have a steady flow of students both entering and completing the program. In previous years, the number of students eligible for graduation was below the threshold to fully meet this outcome. 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 and trends suggest it will

remain that way.

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

Lucas McMillan

Comments from Dean's Review

This is a good report. I appreciate Dr. Malone's work to standardize the core courses in the curriculum and design a rotation plan. As he noted, this will greatly assist our program assessment efforts.

In a separate document, I provide some notes/comments for consideration and reflection. In some cases, I would encourage faculty to be less specific about the assessment instrument so as to allow it to be more dynamic as case studies and examples shift.

The report shows that the program has a good plan to move forward with assessing outcomes regularly and to gain valid feedback on how to measure student outcomes.

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.