

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

2022-2023

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 2021-2022

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

EMGT 500 is taught every fall semester

Data Collected for this Timeframe (Results)

20/22 or 91%

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

3

Comments/Narrative

We are satisfied with the outcome. The discussion post was used for the third year, and the two students who received a lower scores did not fully complete the assignment. We will be revising the instrument for this measure next year. The discussion board assignment will be replaced with the final paper used in EMGT 510.

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

2021-2022

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

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)

21/21 or 100%

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

3

Comments/Narrative

This item was measured for the second consecutive year, and it was fully met for the second consecutive year. Much like outcome one on this goal, we will be moving to a new measurement instrument next year. Rather than using the discussion board assignment that is currently in use, we will move to the final paper for EMGT 520. This more comprehensive assignment will allow us to more accurately measure student outcomes.

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

2021-2022

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

EMGT 530 is taught every summer semester

Data Collected for this Timeframe (Results)

12/15 or 80%

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

3

Comments/Narrative

After only being partially met in the most recent assessment, this outcome was met this year. It was expected that last year was an anomaly, and the results from this year support that. The measure used for this outcome is the culmination of a semester's worth of learning and research on government continuity planning. Students spend multiple weeks focused on this assignment alone, which gives them the ability to showcase their knowledge on continuity planning. The final paper assignment used for assessment has been examined after each assessment, and it has continued to be determined to keep the assignment as is. We will examine student mistakes made for a need for clarifications or additional explanations.

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

Goal Summary

Goal Summary/Comments

As in the previous three years of assessment, we used the same three assessments for the three outcomes. We had all three outcomes met, which is an improvement from last year's two met and one partially met status. We are pleased with the progression we have seen towards this goal, but we plan to make a number of changes for next year's assessment as outlined below.

Changes Made/Proposed Related to Goal

For the assessment next year, we will keep the goal the same, but we will be altering two of the

assignments used to measure outcomes. For uniformity, we will utilize final paper assignments for all three outcome measures. Our goal is "to demonstrate planning skills related to the disaster management cycle." EMGT 510 focuses on planning and mitigation, EMGT 520 focuses on response and recovery, and EMGT 530 focuses on continuity planning. Therefore, each comprehensive paper would emphasize different key components of the disaster management cycle. While this may "restart" our data collection, it will provide stronger and more accurate data and student achievements as it is implemented over time.

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

2021-2022

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

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)

19/21 or 90%

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

3

Comments/Narrative

This measure has been met for the second consecutive year. It should be noted that this is only the second consecutive year for the measure. As more data is collected over time, we will continue to improve our ability to recognize the trends and efficacy of this measure and its results. 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

2021-2022

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 >= 80% on the assessment

Assessment Measure Used

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

Frequency of Assessment

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)

14/21 or 67%

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

1

Comments/Narrative

This outcome was measured and met last year; however, it was not met this year. This year, we had ten more students than the previous year, which is nearly a fifty percent increase in the number of students completing the assessment. The quiz used as the measure contains ten multiple choice questions, and the questions were unchanged from the previous year. In the 2020-2021 assessment, there was no discernible pattern of the questions that were missed. This was the same this year. Of the ten questions, only two were missed by five or more students. This suggests that no single question prevented the measure from being met, but rather, the dispersion of incorrect questions may be unique to this group of students. The assessment measure will remain the same for the coming year, and with additional data, the questions used can continue to be examined over time.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used****Outcome 3**

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

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

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

80% will score >= 80% on the assessment

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

EMGT 530 is taught every summer semester

Data Collected for this Timeframe (Results)

15/16 or 94%

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

3

Comments/Narrative

We are still satisfied with the outcome; however, before the course is taught again, we will adjust the FEMA IS course requirements to align with the new IS course requirements for the FEMA Level 1 - Professional Continuity Practitioner Certification should they be altered. 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

We used the same three assessments for the three outcomes over the past four years; however, due to course scheduling and offerings, we have not offered the courses every year. Three of the past four years had all three outcomes measured, and they were met. This year seems to be an anomaly based on data trends. We met two outcomes and did not meet an outcome. This marks one of the first instances where a goal has not been met. The program is currently at its highest enrollment since our inception, so the N has increased for each measure. The number of respondents to most outcomes increased nearly fifty percent, so it is to be expected that more variation would occur; however, outcome two not being met is still very difficult to explain. No reason for students falling below the standards is apparent at this point. As such, we plan to keep our assessments the same for this coming year to better understand if this year was truly unique or if the instrument needs to be amended in the future.

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

2021-2022

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

Frequency of Assessment

EMGT 500 is taught every fall semester

manager in that state preparing for a future disaster.

Data Collected for this Timeframe (Results)
21/23 or 91%

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 third time this assessment. We combined outcomes one and two from last year's assessment into a single outcome this year. The two previous outcomes were very similar in nature, so it seemed we were measuring essentially the same thing twice. By combining the two into a singular measure, we are streamlining our assessment while maintaining the integrity of the process itself. We will review and revise this outcome going forward as needed.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

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

Timeframe for this Outcome

2021-2022

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 a previous federally declared disaster

EMGT 520 is taught every spring semester

Data Collected for this Timeframe (Results)
17/21 or 81%

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

Comments/Narrative

We are satisfied with the outcome. The written assignment used for assessment was used for the second consecutive year, and it has been met both years. We will continue to gather data and evaluate student mistakes made for a need for clarifications or additional explanations over time.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This goal has continued to be met over recent years; however, the outcome measures used have varied. For example, this year we combined outcomes one and two from last year's assessment into a new outcome one. Three years ago, we did not teach one of the courses used in the assessment, which left us with only two of three outcomes measured. Despite the various iterations of the outcomes, we are still continuing to see success by our students. The outcomes will continue to be examined annually to ensure accurate and comparable results are being obtained.

Changes Made/Proposed Related to Goal

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

Upload Rubrics/Other Files

Goal 4

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

Program Goal

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

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2021-2022

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)

15.8

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

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

Fourth, we have ensured our program is listed on FEMA's 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. Our program is currently at both its highest number of enrolled students annually and with the five-year rolling average. We plan to continue to build on our successes to maintain steady enrollment and growth in the program.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

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)

5.4

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

3

Comments/Narrative

For the second consecutive year, this outcome was met. Despite a slight dip in enrollment and degree completion during the COVID-19 pandemic, we are continuing to enroll and graduate students to meet the standards as required. In the earlier years of the five years examined, the number of students eligible for graduation was below the threshold to fully meet this outcome. As enrollment has increased, our graduate numbers has increased. 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

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

smcmillan@lander.edu

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.