

2019-2020 Assessment Cycle

## Assessment Findings

### Finding per Measure

#### Emergency Management Outcome Set

##### Outcome 4

Demonstrate the knowledge and skills necessary to interface with or manage an Emergency Operations Center.

##### Performance Indicator: 4.1

Analyze and critique the location and design of an existing EOC.

- ▼ **Measure:** Existing EOC - Design and Location  
*Course level Direct - Student Artifact*

Details/Description:	A requirement in EMGT1280 is for students to examine the design and location of an existing emergency operations center. They will present their findings in a written report. The instructor evaluates the thoroughness of the information using a rubric designed for this purpose
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Spring 2020
Key/Responsible Personnel:	Mike Von Duhn

#### Findings for Existing EOC - Design and Location

Summary of Findings:	The student effectively knew nothing about this topic prior to enrolling in this course. The student successfully completed the assignment at the end of the course.
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Results :	Acceptable Target Achievement: Exceeded;
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	Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	There was only one student enrolled, as this CRN was offered to keep the student on track with the student's academic plan.

#### Performance Indicator: 4.2

Design an emergency operations center based on best practice examples.

- ▼ **Measure:** Existing EOC - Design and Location  
*Course level Direct - Student Artifact*

Details/Description:	A requirement in EMGT1280 is for students to propose a basic design for an emergency operations center. They will present their findings in a written report. The instructor evaluates the thoroughness of the information using a rubric designed for this purpose.
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Spring 2020
Key/Responsible Personnel:	Mike Von Duhn

#### Findings for Existing EOC - Design and Location

Summary of Findings:	Precourse the student effectively knew little about the topic. Post learning the student understood the need for proper design and location am EOC. The student also
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	understood a backup EOC is important.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	There was only one student enrolled, as this CRN was offered to keep the student on track with the student's academic plan.

### Performance Indicator: 4.3

Determine the staffing of an emergency operations center based on best practice examples.

#### ▼ **Measure:** EOC Staffing *Course level Direct - Student Artifact*

Details/Description:	A requirement in EMGT1280 is for students to design an emergency operations center and propose appropriate staffing for same. They will present their findings in a written report. The instructor evaluates the thoroughness of the information using a rubric designed for this purpose.
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Spring 2020
Key/Responsible Personnel:	Mike Von Duhn

#### Findings for EOC Staffing

Summary of Findings:	Precourse the student effective knew little about this topic. Post test evaluation and the course project indicated the requirements of the performance indicator were exceeded.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	There was only one student enrolled, as this CRN was offered to keep the student on track with the student's academic plan.





Emergency Mgmt Tech (14030) - 2018 Review

60 Questions

Program Mission

1: Please provide mission statement in textbox below. If program does not have a mission statement, please indicate an action plan for development.

This review is for the **Emergency Management Planning and Administration (9670)** Program.

The mission of the **Emergency Management Planning and Administration** program is to deliver state-of-the-art, high quality, and affordable education to pre-professionals and career professional emergency managers in the areas of all-hazards emergency management throughout all phases of the emergency management process. The program mission includes providing outstanding teaching and scholarship to the students and educating students to become leaders in the discipline. The program is intended to provide graduates with the knowledge, skills and tools necessary to implement strategies to reduce the cost of a disaster in terms of life and property.

2: The mission statement provided above has been added in the Progress Center and reflects all updates.  
Yes

3: Does the mission statement support the college in achieving its mission and vision?  
Yes

4: Comments, Recommendations, Areas for Improvement related to the mission statement

N/A

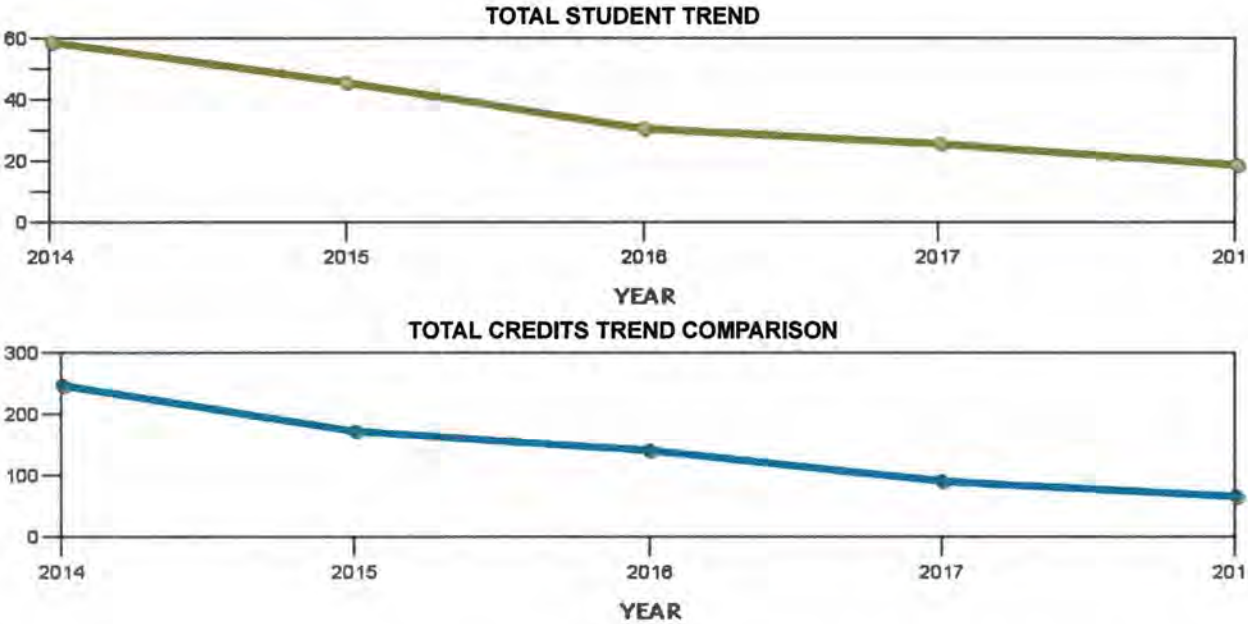
Program Statistical Trends (Part 1)

OVERALL FIVE YEAR ENROLLMENT DATA

[View Definitions](#)

	OVERALL 5 YEAR ENROLLMENT DATA					
	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
DECLARED MAJOR	24	26	11	10	3	-70%
NEW	13	11	6	6	4	-33.3%

CONTINUING	37	27	19	16	13	-18.7%
RETURNING	9	8	6	4	2	-50%
TOTAL STUDENTS	59	46	31	26	19	-26.9%
TOTAL CREDITS	249	172	141	92	68	-26.1%
FTE	8	6	5	3	2	-26.1%
INSTRUCTIONAL COST / FTE	10709.21	18203.62	22219.84	28684.23	26172.59	-8.8%
CCP	0	0	0	0	3	N/A



**1: Comment on the overall enrollment trend for the program. Develop action plan as needed.**

Enrollment in the Emergency Management program grew early on, prior to this five year cycle. Some of this was not been beneficial to the program as will be explained later in this report.

One of our goals for the next five years is to increase enrollment of in-service students. But program marketing is needed to accomplish this.

It would also been helpful had Lakeland proceeded with a Bachelor's degree in Homeland Security when the state started permitting colleges to consider developing four-year degrees. This might have drawn additional new students seeking to bridge public safety related or AAS degrees to a BS degree.



**2: Comment on overall enrollment trends as related to program declared major. Refer to Lakeland Enrollment, Lakeland Enrollment By Course, and Graduate Trend reports as needed.**

Our enrollment is down, as are countless public safety related programs nationwide.

Our graduation trend remains steady, but low.

**3: Programs with multiple degrees, discuss specific enrollment trends related to each individual program. Request specific data from Institutional Research as needed.**

N/A

**4: Please identify any plans to improve or expand your program not identified elsewhere.**

There are no plans for expansion of the AAS program.

It might be helpful for Lakeland to reconsider a Bachelor's degree in Homeland Security. This might have draw additional new students seeking to bridge public safety related or AAS degrees to a BS degree. The issue is that if such a program is considered it would need to be developed by someone who will be here to see it through fruition.

**5: Describe Budget Needs. Develop action plan as need indicates.**

Funds are needed to pay for program marketing. This could include paid advertisements in trade journals, web sites, and/or Facebook type of ads. As an example, when I log into Facebook or LinkedIn I received pop-up ads for other programs, asking if I want to earn a degree in a fire related field!)

This same request was made in our first DAPR action plan ten years ago, and our second action five years ago, and funds were never received. We are facing stiff competition from out of state online universities. One of these does not even hold regional accreditation but they have very strong marketing to public safety professionals.

**6: Discuss potential ways to decrease/contain costs.**

I believe by reducing CRNs, cross-listing CRNs, and elimination of most paid external memberships we have done all that we can at this time to reduce costs, without negatively affecting the programs. Our budget for office supplies, classroom supplies, and non-capital items has also been steadily reduced.

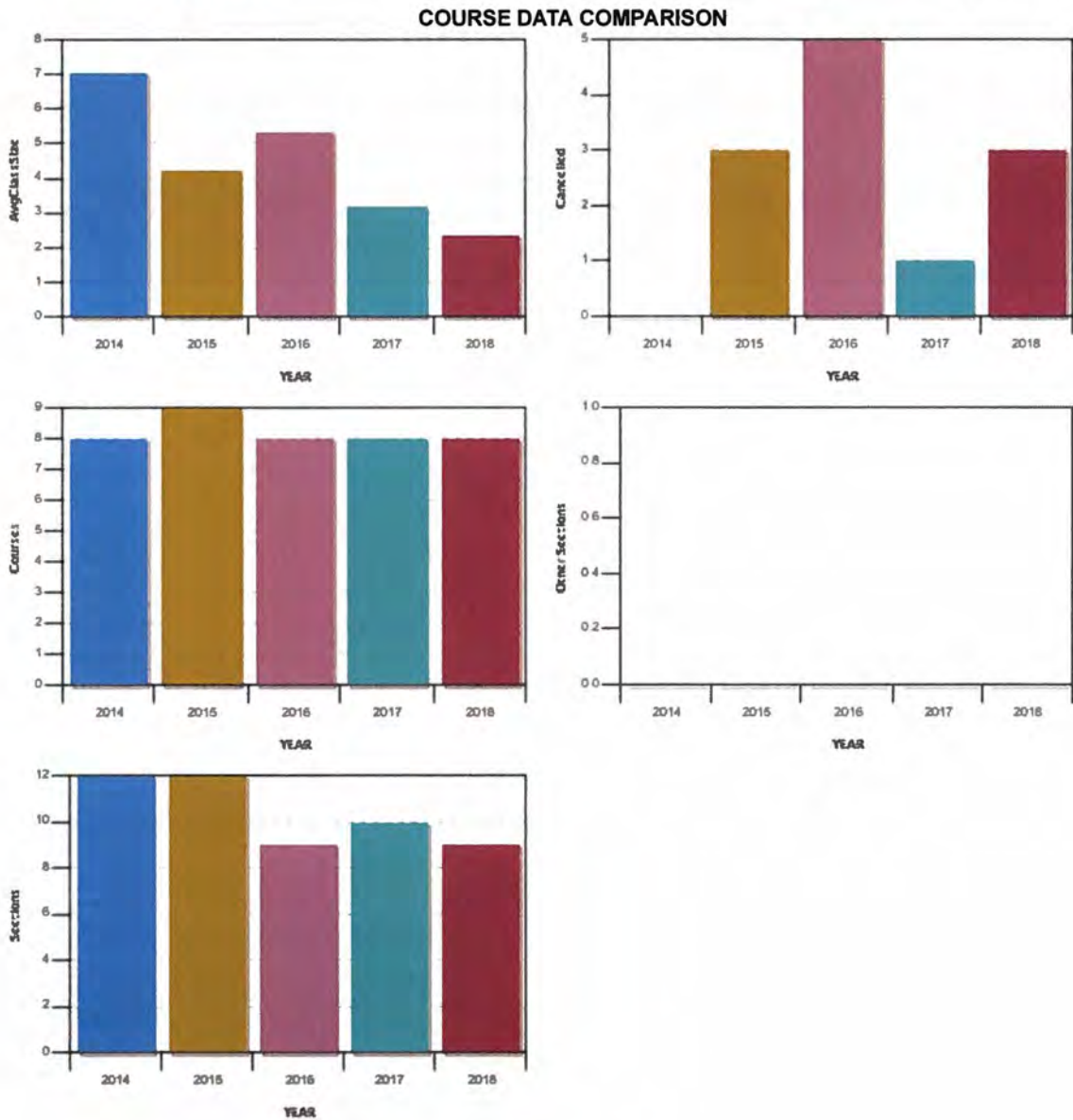
BUT please note the "data" can also be quite misleading. Some cross listed daytime courses seem to indicate we only have three or less students enrolled in a day or night course. Thus this can also affect the average enrollment per CRN. The fact is, the instructor is not paid to teach the course as he is already paid for the cross

listed FIRE course.

COURSE DATA

[View Definitions](#)

	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
COURSES	8	9	8	8	8	0%
SECTIONS	12	12	9	10	9	-10%
OTHER SECTIONS	0	0	0	0	0	N/A
CANCELLED	0	3	5	1	3	200%
AVGCLASSSIZE	7.1	4.3	5.3	3.2	2.3	-27.1%





**7: Comment on the Course Trends for the program. Develop action plan as needed.**

Our average class size is way down as enrollment is down. We have been taking care of our few students by offering some of the courses as so called independent study courses in Blackboard. In actuality the instructor is being paid as if the course was independent study, but taught as a regular course in Blackboard. Until program enrollment increases this saves the college money yet makes sure the students are still being served.

EMGT 1350, EMGT 2210, EMGT 2340, and EMGT 2490 are courses that are cross listed with FIRE courses. The instructor is not paid for these CRNs as the pay is included in the cross listed FIRE course.

Some of the daytime CRNs that were canceled were courses that were cross listed with FIRE courses that were offered during the day. Students then switched over to the online version of the course.

Action plan: Program marketing, as explained elsewhere in this report, is needed.

**COURSES OVER 5 CREDITS (Federal Compliance)**

No courses in the 2018 review cycle have more than 5 credits.

**8: Based on the chart above, does your program include courses with 5 or more credits?**

No

**9: If you answered yes to the above question, provide a rationale for offering the course at the credit level shown, noting learning outcomes, measurements and evaluations. If no, enter N/A.**

N/A

**10: Is there a logical order to the progression of courses in your program?**

Yes

**11: Do students typically follow prescribed course sequencing throughout the program?**

No

**12: Does the course sequencing deliver short-term credentials that embed and ladder within the culminating degree?**

N/A

**13: Are students able to enter the program with "Credit for Prior Learning" awarded credit?**

Yes

**Program Statistical Trends (Part 2)**

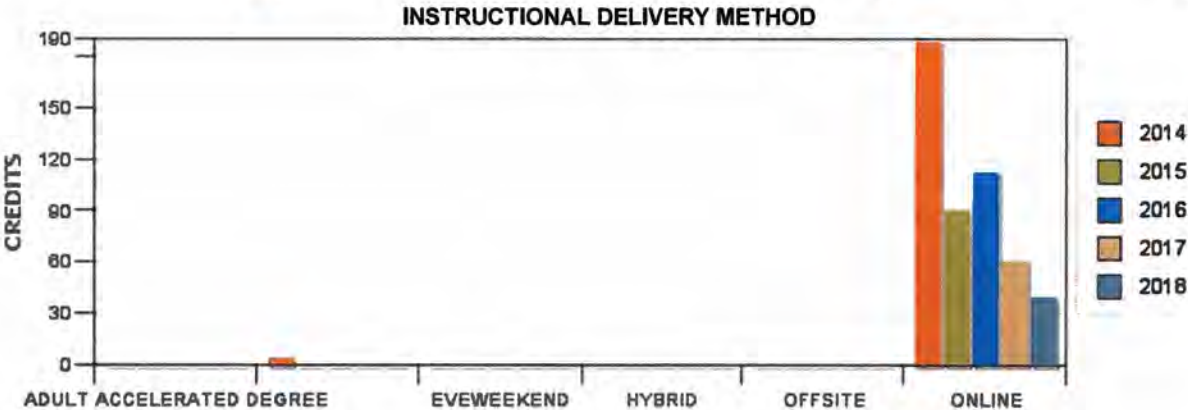
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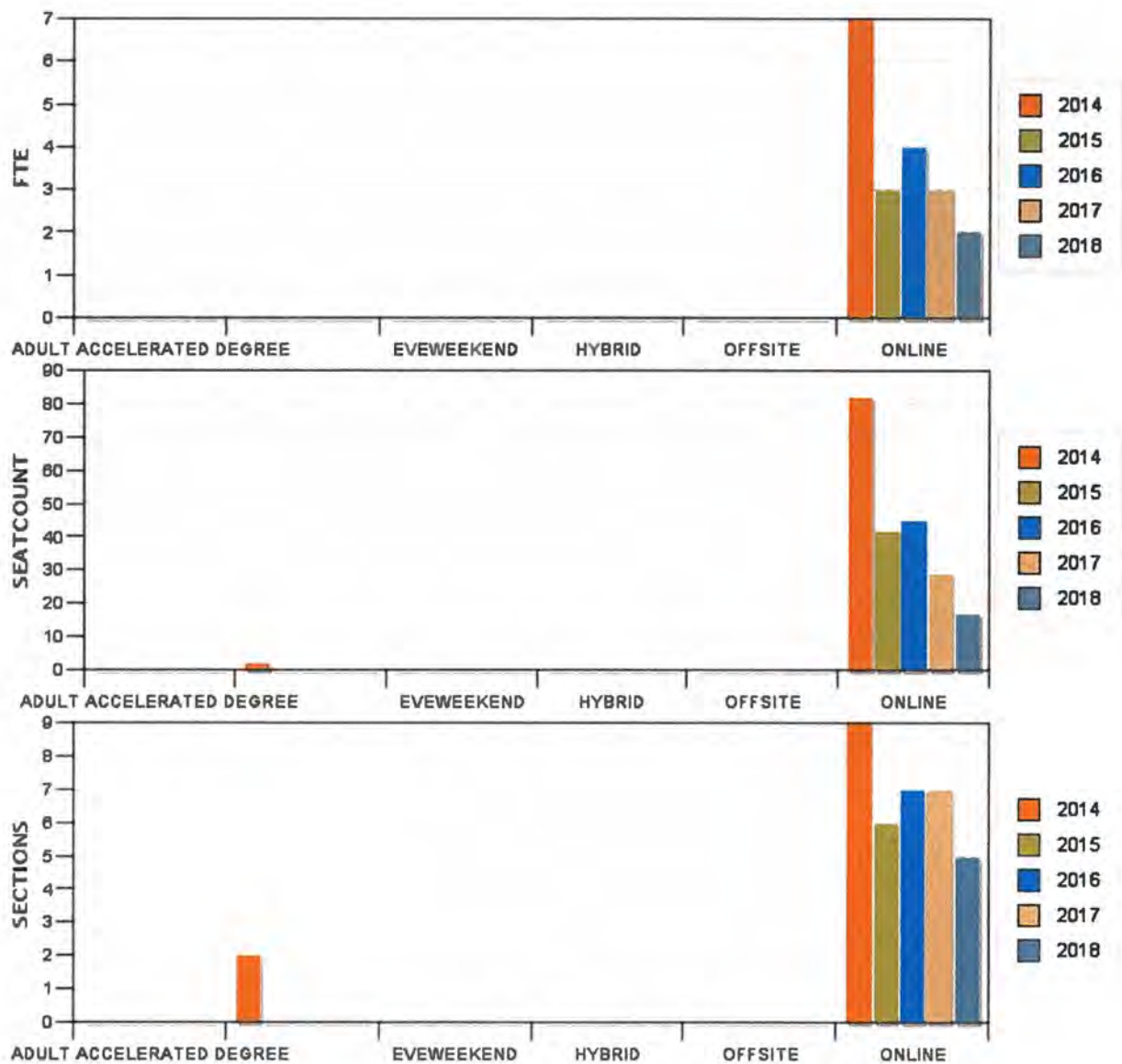
**INSTRUCTIONAL DELIVERY METHODS**

[View Definitions](#)

INSTRUCTIONAL DELIVERY METHODS

DAYTIME		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	2	0	0	0	0	N/A
	SEATCOUNT	2	0	0	0	0	N/A
	CREDITS	5	0	0	0	0	N/A
	FTE	0	0	0	0	0	N/A
EVEWEEKEND		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	0	0	0	0	0	N/A
	SEATCOUNT	0	0	0	0	0	N/A
	CREDITS	0	0	0	0	0	N/A
	FTE	0	0	0	0	0	N/A
ONLINE		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	9	6	7	7	5	-28.6%
	SEATCOUNT	82	42	45	29	17	-41.4%
	CREDITS	189	91	113	62	40	-35.5%
	FTE	7	3	4	3	2	-33.3%
HYBRID		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	0	0	0	0	0	N/A
	SEATCOUNT	0	0	0	0	0	N/A
	CREDITS	0	0	0	0	0	N/A
	FTE	0	0	0	0	0	N/A
ADULT ACCELERATED DEGREE		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	0	0	0	0	0	N/A
	SEATCOUNT	0	0	0	0	0	N/A
	CREDITS	0	0	0	0	0	N/A
	FTE	0	0	0	0	0	N/A
OFFSITE		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	0	0	0	0	0	N/A
	SEATCOUNT	0	0	0	0	0	N/A
	CREDITS	0	0	0	0	0	N/A
	FTE	0	0	0	0	0	N/A





**1: Please comment on the trends related to instructional delivery.**

Most courses are online. Some courses that are cross listed with FIRE courses Cross such as EMGT 1350, EMGT 2210, EMGT 2340, and EMGT 2490 are offered daytime, but EMGT students rarely exercise this option,

As previously noted, the average class size "data" can also be quite misleading. Some cross listed courses seem to indicate we only have three or less students enrolled in a course. Thus this can also affect the average enrollment per CRN. The fact is, the instructor is not paid to teach the course as he is already paid for the cross listed FIRE course

**EFFECTIVENESS OF INSTRUCTIONAL DELIVERY METHODS**

**2: Describe how effectiveness of delivery methods is assessed and describe what evaluation tools are used.**



The Emergency Management program is mostly online. We do cross list some face-to-face courses with our classroom based FIRE courses, and a very small number of EMGT students take advantage of these cross-listed courses. (Usually only one or two).

Attempts at scheduling classroom courses in both the traditional format and weekend college format resulted in less than satisfactory enrollment and course cancellations.

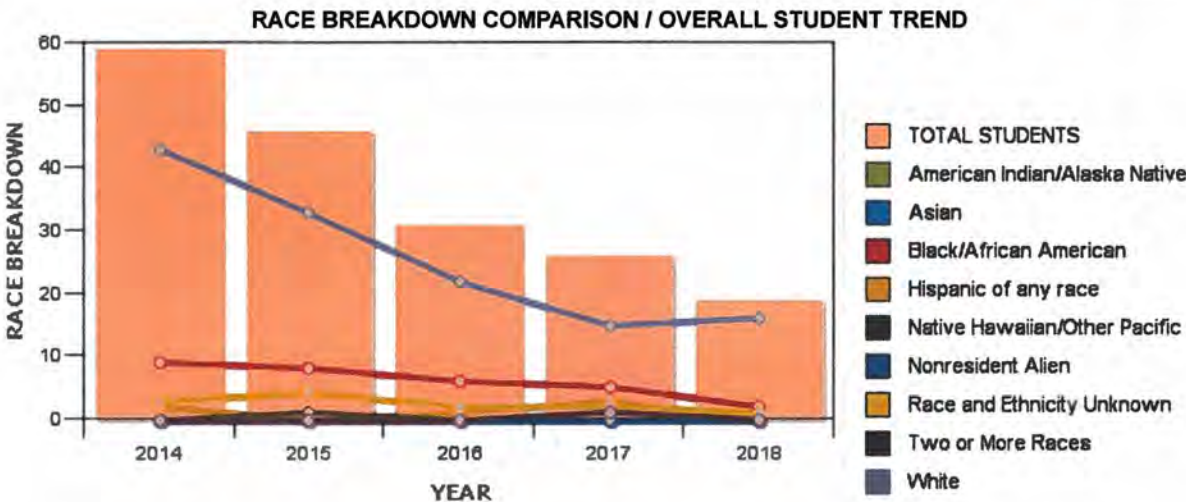
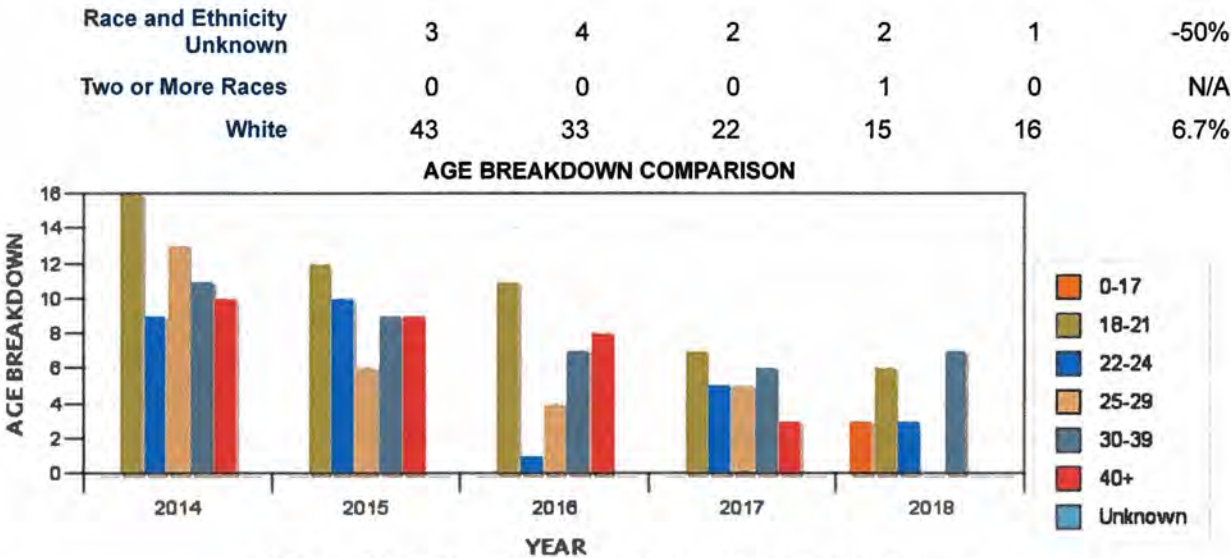
3: Discuss action plan related to instructional delivery methods to meet student-learning needs.

No formal action plan is in place except review of student course evaluations. At this time we expect to continue delivering Emergency Management course in the OnLine format only. Sufficient interest has not been observed to justify other delivery methods

Program Statistical Trends (Part 3)

FIVE YEAR STUDENT PROFILE

5 YEAR STUDENT PROFILE						
TOTAL STUDENTS	59	46	31	26	19	-26.9%
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	29	17	9	11	10	-9.1%
M	30	29	22	15	9	-40%
AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	0	0	0	0	3	N/A
18-21	16	12	11	7	6	-14.3%
22-24	9	10	1	5	3	-40%
25-29	13	6	4	5	0	N/A
30-39	11	9	7	6	7	16.7%
40+	10	9	8	3	0	N/A
Unknown	0	0	0	0	0	N/A
RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	2	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	9	8	6	5	2	-60%
Hispanic of any race	2	0	1	3	0	N/A
Native Hawaiian/Other Pacific	0	1	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A



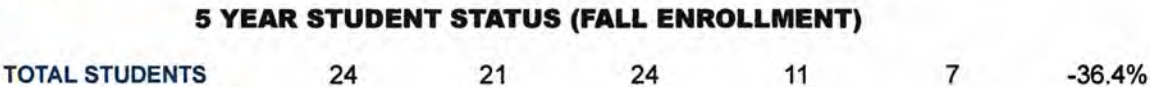
1: Discuss any trends that are noted in the profile, possible reasons for the pattern, and an action plan to discuss concerns.

In the early days of our Emergency Management program we had students that enrolled in courses for financial (aid) gain. Thus they skewed the data concerning grades, pass rate, and retention rates, among others.

But I am still not satisfied with our average enrollment and would like to work towards improving those numbers. I believe through (a) better marketing and (b) pilot testing my tuition proposal for active duty military and veterans we could see substantial improvement in those numbers. These proposals and requests appear elsewhere in this report

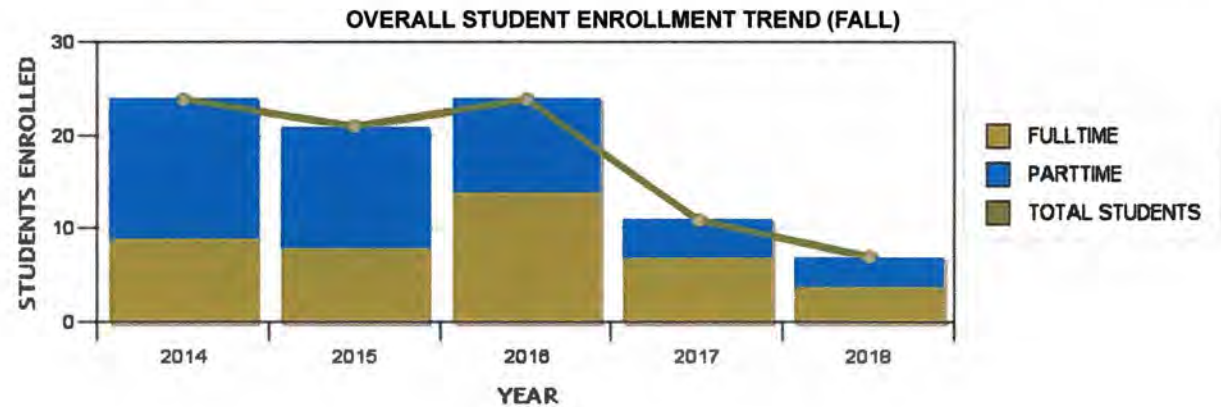
FULL-TIME/PART-TIME STUDENT STATUS

[View Definitions](#)



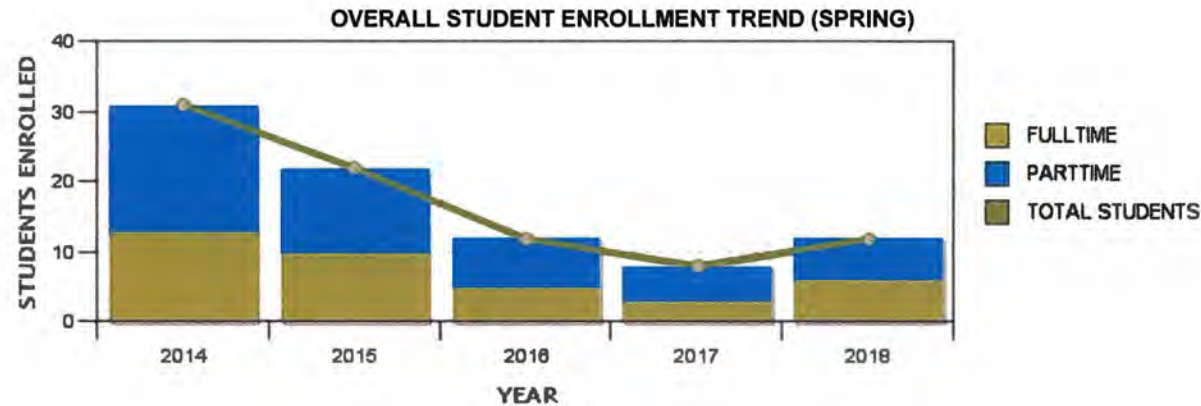


STATUS BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
FULLTIME	9 (38%)	8 (38%)	14 (58%)	7 (64%)	4 (57%)	-42.9%
PARTTIME	15 (63%)	13 (62%)	10 (42%)	4 (36%)	3 (43%)	-25%



[View Definitions](#)

5 YEAR STUDENT STATUS (SPRING ENROLLMENT)						
TOTAL STUDENTS	31	22	12	8	12	50%
STATUS BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
FULLTIME	13	10	5	3	6	100%
PARTTIME	18	12	7	5	6	20%



2: Discuss any trends that are noted in the full-time/part-time student status, possible reasons for the pattern, and an action plan to discuss concerns.

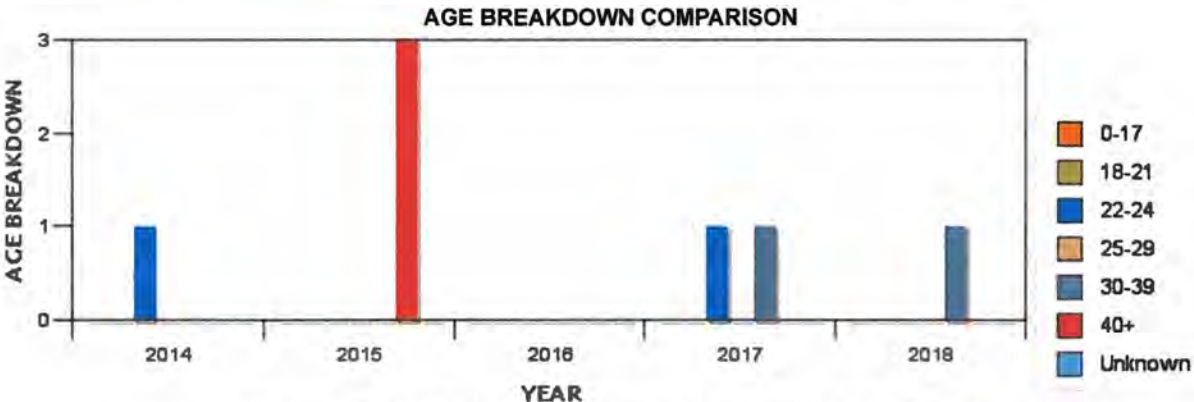
The pattern seems typical for this type of degree program.

FIVE YEAR GRADUATE PROFILE

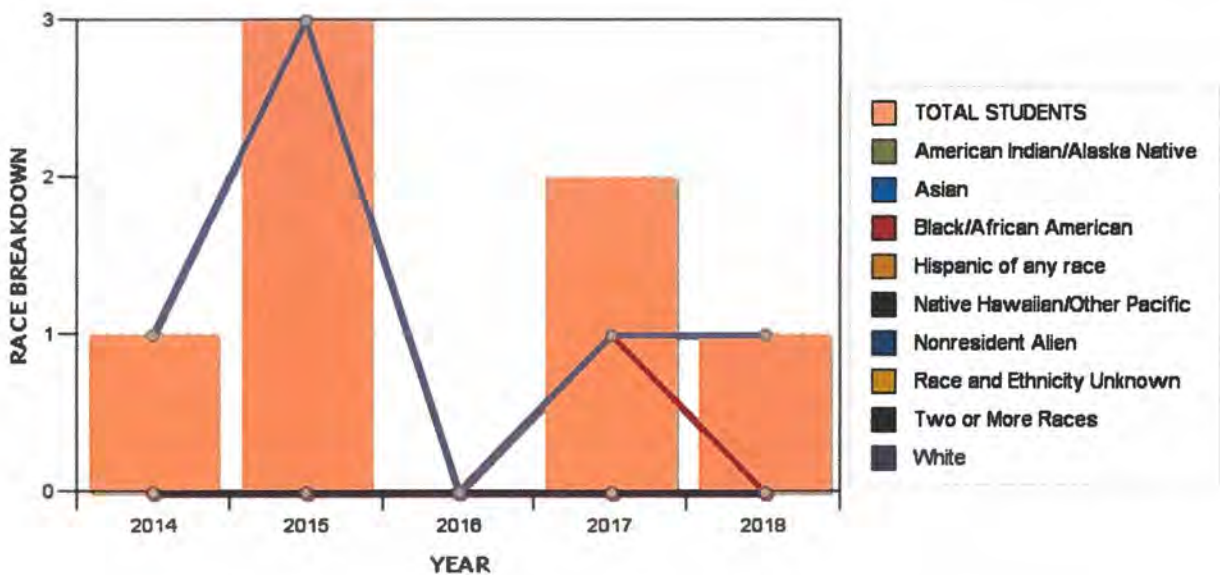


5 YEAR DEGREE GRADUATE PROFILE

TOTAL STUDENTS	1	3	0	2	1	-50%
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	0	1	0	1	0	N/A
M	1	2	0	1	1	0%
AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	0	0	0	0	0	N/A
18-21	0	0	0	0	0	N/A
22-24	1	0	0	1	0	N/A
25-29	0	0	0	0	0	N/A
30-39	0	0	0	1	1	0%
40+	0	3	0	0	0	N/A
Unknown	0	0	0	0	0	N/A
RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	0	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	0	0	0	1	0	N/A
Hispanic of any race	0	0	0	0	0	N/A
Native Hawaiian/Other Pacific	0	0	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A
Race and Ethnicity Unknown	0	0	0	0	0	N/A
Two or More Races	0	0	0	0	0	N/A
White	1	3	0	1	1	0%

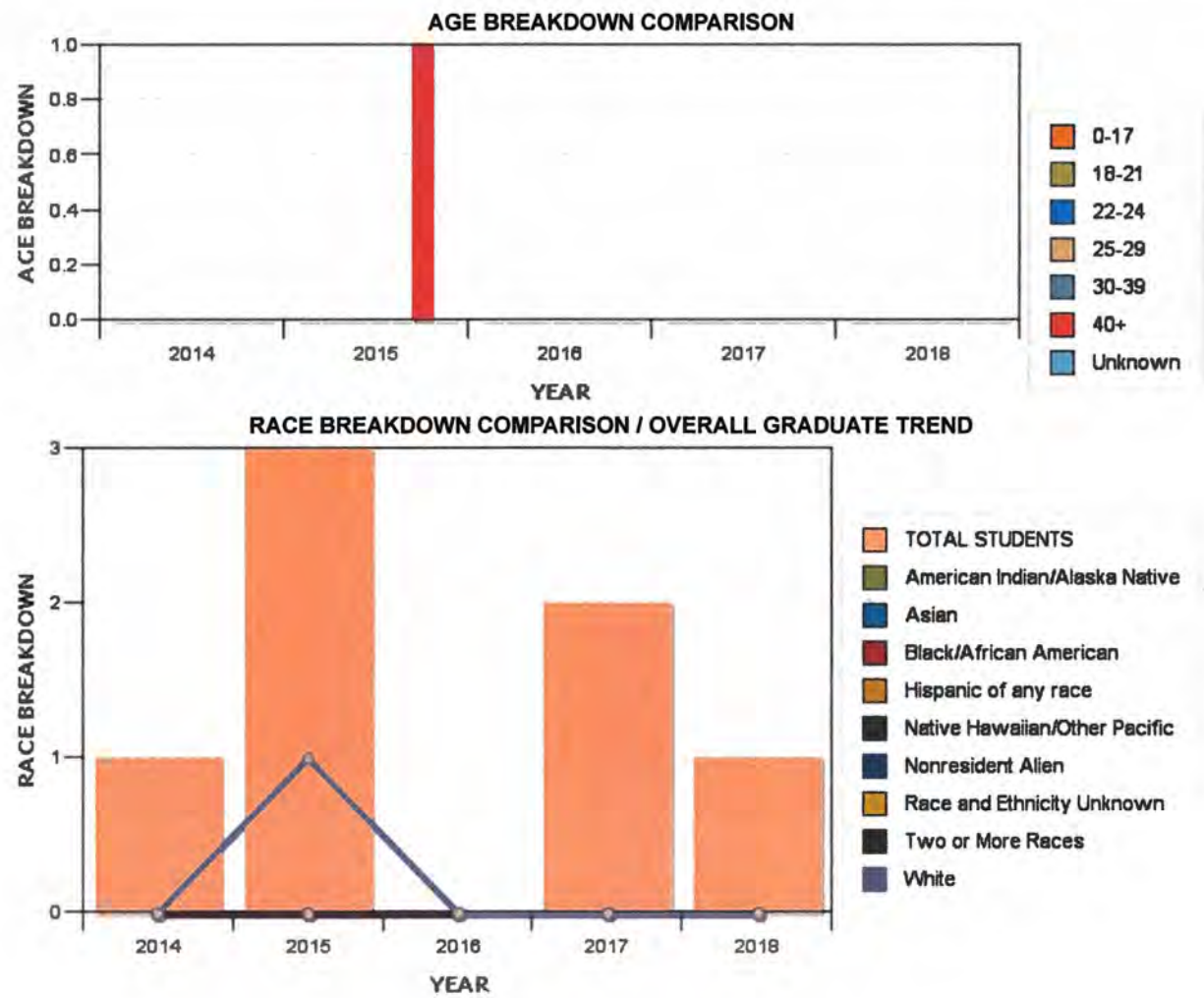


RACE BREAKDOWN COMPARISON / OVERALL GRADUATE TREND



5 YEAR CERTIFICATE GRADUATE PROFILE

TOTAL STUDENTS	0	1	0	0	0	N/A
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	0	1	0	0	0	N/A
M	0	0	0	0	0	N/A
AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	0	0	0	0	0	N/A
18-21	0	0	0	0	0	N/A
22-24	0	0	0	0	0	N/A
25-29	0	0	0	0	0	N/A
30-39	0	0	0	0	0	N/A
40+	0	1	0	0	0	N/A
Unknown	0	0	0	0	0	N/A
RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	0	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	0	0	0	0	0	N/A
Hispanic of any race	0	0	0	0	0	N/A
Native Hawaiian/Other Pacific	0	0	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A
Race and Ethnicity Unknown	0	0	0	0	0	N/A
Two or More Races	0	0	0	0	0	N/A
White	0	1	0	0	0	N/A



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**IPEDS GRADUATE DATA**

**Important Note:** IPEDS Graduate data for the 2018 review year will not reflect the same 5 year span as DAPR data for the given review year.

[IPEDS Graduate Data \(PDF\)](#)

**3: Comment on graduation trends and, if applicable, certificate trends.**

Given enrollment is down, it would cause the number of graduates to also be down.

But going solely from memory, it seems there may be a very small number of graduates missing from the above tables.



**4: Discuss graduation numbers as they compare to overall program enrollment. Discuss factors. Refer to Lakeland Enrollment, Lakeland Enrollment By Course, and Graduate Trend reports as needed.**

Given enrollment is down, it would cause the number of graduates to also be down.

But going solely from memory, it seems there may be a small number of graduates missing from the above tables.

**5: Reflect on patterns noted in demographics of graduating students. Develop action plan for areas of concern.**

Effective marketing would increase enrollment, thus likely increase the number of graduates.

Due to the small size of the program and low number of graduates, I do not see any way to draw any solid, realistic conclusions for this question. With guidance I would be pleased to do so, but I did not want to put a nonsense answer here just to say I did so.

As the field continues to grow, so should our student population; thus the number of graduates

**6: Please indicate what methods you use to track students post Lakeland, specifically related to transfer (this can be a graduate follow-up survey)**

Primarily graduate surveys, such as the one we do prior to the IFSAC site visits, are used. But since I know the small number of Emergency Management graduates personally, I do sometimes hear back from them. It should be noted that a number of our students arrive here already having earned a degree. Others see no need to go beyond an Associate's Degree but are encouraged to do so. Finally, transfer opportunities in this area are somewhat new and/or expanding.

**7: Please cite specific transfer data if available; if no program data is available, please contact the Office of Institutional Research for availability of data.**

Since the program is small I know most of the students personally. One has transferred to Akron, one to SUNY-Canton, and at least one to Franklin University. I believe at least two transferred to a four-year program without completing their Lakeland degree. (And one died before completing his degree.)

**8: Please indicate what methods you use to track student post Lakeland, specifically related to employment in jobs which require the application of knowledge and skills attained in the program (this can be a graduate follow-up or employer survey).**

Since the program is small I know most of the students personally. One became director of the Medina County

EMA, another the assistant director of Ashtabula County EMA, one was the Brook Park safety director, and another was assistant director of safety at CWRU. Others have gone into non-related fields.

**9: Please cite specific data if available; if no program data is available, please contact the Office of Institutional Research for availability of data.**

Since the program is small I know most of the students personally. One became director of the Medina County EMA, another the assistant director of Ashtabula County EMA, one was the Brook Park safety director, and another was assistant director of safety at CWRU. Others have gone into non-related fields

**10: Discuss five year trends related to licensure, certification or registry. Please list specific data for each year. List action plan as necessary.**

There is no licensure or registry requirements.

There is a voluntary certification process as a 'Certified Emergency Manager' through the International Association of Emergency managers, and college coursework is mandatory for that optional certification.

**11: Refer to the rate and trends data provided in the IPEDS Graduate Data report section, if no IPEDS report is available for your program then answer the following question based on graduate degree/certificate data provided in DAPR. Are trends above or below the Lakeland Community College graduation rate average? Develop action plan for areas of concern.**

The rate and trend is low for this program.

Effective program marketing could help if such funds were allocated.

FACULTY DATA

[View Definitions](#)

FACULTY DATA (SU, FA, SP)						
COUNT	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	1	1	1	1	1	0%
Part-Time	5	5	3	2	1	-50%
Other Full-Time	0	0	0	0	0	N/A
Total	6	6	4	3	2	-33.3%
CREDITS	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	127 (65%)	85 (79%)	82 (68%)	60 (88%)	45 (96%)	-25%
Part-Time	69 (35%)	22 (21%)	39 (32%)	8 (12%)	2 (4%)	-75%



Other Full-Time	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
SECTIONS	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	6 (50%)	7 (58%)	6 (67%)	7 (70%)	7 (78%)	0%
Part-Time	6 (50%)	5 (42%)	3 (33%)	3 (30%)	2 (22%)	-33.3%
Other Full-Time	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A

**12: Discuss faculty trends as they relate to program review and effectiveness. Describe action plan as needed.**

We have had a stable cadre of adjunct faculty supporting the one full time faculty member for many years.

I am continuously seeking input from part-time faculty and students regarding this topic, and implement suggestions whenever and wherever I can. I probably communicate more with my part time faculty that most other program directors at this college

No action plan is needed.

**13: Describe processes that are in place to ensure instructors (full and part-time) work cooperatively to deliver a quality program and cohesive curriculum?**

The short answer is "they will", or I do not invite them back as Emergency Management faculty. I keep in contact with my part-time faculty by memo, email, phone, and/or in person as needed and as applicable. They must also use the same syllabi, text, lesson plans, and other assessments that have been reviewed by myself and/or Corrie Bergeron.

I am enrolled as a "Teaching Assistant" in every Emergency Management course, allowing me to monitor the class if and as needed.

**14: Describe how coordination of faculty occurs in the program. Develop an action plan as needed.**

See the previous question. I am the only fulltime faculty and have never had one of my part-time faculty complain I don't communicate enough!

**Assessment of Student Learning (Part 1)**

**PROGRESS CENTER DATA ANALYSIS, SECTION "1 DEPT/PROGRAM STUDENT LEARNING OUTCOME ASSESSMENT"**

**1: Provide a list of your program student learning outcomes. Review the outcomes to determine whether they are still relevant, or if they need to be modified.**



Our outcomes are assessed within the context of our higher level courses. These outcomes remain relevant and we will continue using them to measure student success.

- 1. Understand the concepts needed to manage emergencies and disasters through all phases of emergency management (prevent, mitigate, prepare, respond, recover):** 1.1 Identify examples related to each phase of emergency management. 1.2 Articulate the importance of the various phases of emergency management. 1.3 Discuss how the phases of emergency management impact agencies and organizations.
- 2. Understand the processes needed to manage victims and volunteers related to emergency and disaster responses:** 2.1 Identify the needs of victims in emergencies and disaster. 2.2 Identify the needs of volunteers pre- and post-emergency / disaster. 2.3 Explain donations management.
- 3. Evaluate an emergency plan for strengths and weaknesses, making recommendations for changes to the plan based on available data:** 3.1 Perform a hazard assessment. 3.2 Evaluate or design an emergency operations plan. 3.3 Propose alternative solutions to the plan based on evaluation.
- 4. Demonstrate the knowledge and skills necessary to interface with or manage an Emergency Operations Center (EOC):** 4.1 Analyze and critique the location and design of an EOC. 4.2 Design an EOC based on best practices. 4.3 Determine the staffing of an EOC based on best practices.
- 5. Articulate the five areas of National Incident Management System (NIMS).** 5.1 Define and give examples of preparedness. 5.2 Define and give examples of communications and information management. 5.3 Define and give examples of resource management. 5.4 Define and give examples of command and management. 5.5 Define and give examples of ongoing maintenance.
- 6 Demonstrate and exhibit an understanding of the profession of emergency management:** 6.1 Analyze current issues and develop appropriate solutions that impact the field of emergency management.

**2: Based on the data results from Progress Center, list the program student learning outcomes for which target achievement levels were met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.**

For all assessed items the target levels were met or exceeded as noted. Some items fall in our current assessment cycle.

**1. Understand the concepts needed to manage emergencies and disasters through all phases of emergency management (prevent, mitigate, prepare, respond, recover).**

1.1 Identify examples related to each phase of emergency management. AY2014-2015 the class average on this assessed item was 100% (two students). This is scheduled for reassessment Spring semester 2019.

1.2 Articulate the importance of the various phases of emergency management. AY2014-2015 the class average on this assessed item was 100% (two students). This is scheduled for reassessment Spring semester 2019.

1.3 Discuss how the phases of emergency management impact agencies and organizations. AY2014-2015 the class average on this assessed item was 100% (two students). This is scheduled for reassessment Spring semester 2019.

**2. Understand the processes needed to manage victims and volunteers related to emergency and disaster responses.**

2.1 Identify the needs of victims in emergencies and disaster. AY2014-2015 the class average on this assessed item was 100% (two students). This is being reassessed Spring semester 2019

2.2 Identify the needs of volunteers pre- and post-emergency / disaster. AY2014-2015 the class average on this assessed item was 100% (two students). This is being reassessed Spring semester 2019

2.3 Explain donations management. AY2014-2015 the class average on this assessed item was 100% (two students). This is being reassessed Spring semester 2019

**3. Evaluate an emergency plan for strengths and weaknesses, making recommendations for changes to the plan based on available data.**

3.1 Perform a hazard assessment. This is scheduled for assessment Spring semester 2019.

3.2 Evaluate or design an emergency operations plan. This is scheduled for assessment Spring semester 2019.

3.3 Propose alternative solutions to the plan based on evaluation. This is scheduled for reassessment Spring semester 2019.

**4. Demonstrate the knowledge and skills necessary to interface with or manage an Emergency Operations Center (EOC).**

4.1 Analyze and critique the location and design of an EOC. 2017-2018 no students completed the course used for this assessment. AY 2015-2016 the class average on this assessed item was 76%. AY 2013-2014 the class average on this assessed item was 75%.

4.2 Design an EOC based on best practices. 2017-2018 no students completed the course used for this assessment. AY 2015-2016 the class average on this assessed item was 79%. AY 2013-2014 the class average on this assessed item was 78%.

4.3 Determine the staffing of an EOC based on best practices. 2017-2018 no students completed the course used for this assessment. AY 2015-2016 the class average on this assessed item was 76%. AY 2013-2014 the class average on this assessed item was 75%.

**5. Articulate the five areas of National Incident Management System (NIMS).**

5.1 Define and give examples of preparedness. 2016-2017 no students completed the course used for this assessment. This is scheduled for reassessment Spring semester 2019.

5.2 Define and give examples of communications and information management. 2016-2017 no students completed the course used for this assessment. This is scheduled for reassessment Spring semester 2019.

5.3 Define and give examples of resource management. This is scheduled for reassessment Spring semester 2019.

5.4 Define and give examples of command and management. This has been indirectly assessed, but has not been directly assessed yet. This is scheduled for formal assessment Spring semester 2020.

5.5 Define and give examples of ongoing maintenance. 2016-2017 no students completed the course used for this assessment. This is scheduled for assessment Spring semester 2019.

**6 Demonstrate and exhibit an understanding of the profession of emergency management**

6.1 Analyze current issues and develop appropriate solutions that impact the field of emergency management. 2016-2017 no students completed the course used for this assessment. This is scheduled for reassessment Spring semester 2019.

**3: Based on the data results from Progress Center, list the program student learning outcomes for which target achievement levels were NOT met. Describe the factors that may have contributed to below-target achievement. Please include data from Progress Center to support your five year findings.**

All outcomes were met.

**4: Based on the data results from Progress Center and reflections in Progress Center Assessment Results, briefly describe how you will use the results to guide future assessment of the program student learning outcomes. For each outcome, state whether curricular/pedagogical changes are needed or not. Briefly describe changes that have occurred or will occur as a result of evidence found in the assessment of your program student learning outcomes.**

No changes have occurred or are anticipated. When we originally established the outcomes and performance indicators were spent a great deal of time in our design process. This included extensive input from our advisory committee and faculty.

All of the assessed outcomes have been met or exceeded since 2013-2014. But we will continue to evaluate, and where necessary implement or update our courses and program as need to remain on of the best in the country.

**PROGRESS CENTER DATA ANALYSIS, SECTION "3 LAKELAND STUDENT LEARNING OUTCOME ASSESSMENT"**

**5: Based on the data results from Progress Center, list the Lakeland Learning Outcomes for which target achievement levels were met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.**

For the evaluated courses, the target was met or achieved for the following, but please note the data for these outcomes were usually jointly assessed using second year Emergency Management and Fire Science courses. These courses are often cross-listed and cross-counted at Lakeland.

**Thinks Critically (2013-2014 and 2014-2015)**

The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas and solve problems

2013-2014 100% of the four students met the milestone or capstone achievement level. Mostly this was at the capstone level.

2014-2015 100% of the two students met the milestone or capstone achievement level. Mostly this was at the capstone level.

**Communicates Clearly (2015-2016)**

The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.

2015-2016 100% of the two students met the capstone achievement level.



**Communicates Clearly (2016-2017)**

The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.

2016-2017 100% of the six students met the milestone or capstone achievement level. More often than not this was at the capstone level.

**Interacts in Diverse Environments (2017-2018)**

The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural, and global contexts.

2017-2018 100% of the students met the milestone or capstone achievement level. More often than not this was at the capstone level.

**6: Based on the data results from Progress Center, list the Lakeland Learning Outcomes for which target achievement levels were NOT met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.**

All outcomes were met. This results are included in #5, above.

Factors contributing to our achievement include, but are not limited to, mandatory research and course projects, case studies, class organization, and use of an extensive support network.

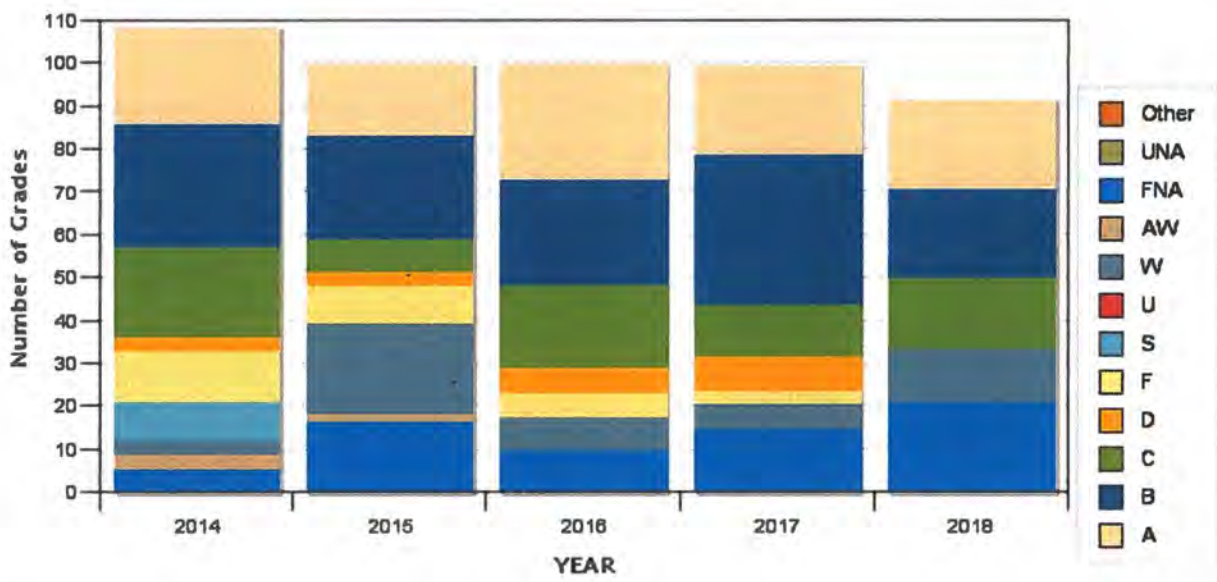
**7: Based on the data results from Progress Center and reflections in Progress Center Assessment Results, briefly describe how you will use the results to guide future assessment of the Lakeland Learning Outcomes. For each outcome, state whether curricular/pedagogical changes are needed or not. Briefly describe changes that have occurred or will occur as a result of evidence found in the assessment of your program student learning outcomes.**

I am not aware of any needed changes. For all courses evaluated as part of the college outcomes the targets have been met or exceeded.

**Assessment of Student Learning (Part 2)**

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**GPA DATA**



**1: Discuss trends seen in grades. Please make specific comments about course grades that show high failure or withdrawal rates.**

Overall the grade distribution seems reasonable.

The occasional high failure rate in EMGT 1000 is often due to students who had no intent of completing the course, and may have enrolled to establish "attendance" for financial aid reasons. This is a major problem, and is addressed elsewhere in this review.

In EMGT 1120 we identified a problem with the textbook being too difficult for the level of the course. Effective with the Fall 2014 offering of the course I adopted a different textbook, and I completely redesigning the course on my own time [unpaid]. (In my courses I do not believe in using canned materials or cartridges provided by publishers.)

**STUDENT SATISFACTION WITH EDUCATION AT LAKELAND.**

**2: Based on graduate survey data, reflect on student satisfaction with their education. Reflect on trends and necessary actions. (Graduate survey data added as part of the standard package of supplemental materials)**

Based on the most recent comprehensive graduate surveys (IFSAC) there did not appear to be any complaints about the program nor suggestions for improvement. We also receive many positive comments regarding the courses and program through end of course evaluations

**LABOR MARKET**

**3: Please review data from the Bureau of Labor Statistics (<http://www.bls.gov/oes/>) on present and future employment opportunities in the occupational area for graduates and summarize your findings.**

Per the BLS:

"Top employers of emergency management specialists are local governments, State governments, general medical and surgical hospitals, power generation and supply services, and emergency and other relief services.

Emergency management specialists earned a median salary of \$45,670 a year in 2004, with the middle 50 percent earning between \$33,390 and \$62,370. The highest earning 10 percent made more than \$81,860, and the lowest earning 10 percent made less than \$24,630.

Emergency management specialists can have different job titles and duties. But all of these workers are involved in mitigation, preparedness, response, or recovery activities. Their efforts are critical to homeland security because they help people, businesses, and communities to avoid and better react to crises.

Top employers of emergency management specialists are local governments, State governments, general medical and surgical hospitals, power generation and supply services, and emergency and other relief services.

Emergency management specialists earned a median salary of \$45,670 a year in 2004, with the middle 50 percent earning between \$33,390 and \$62,370. The highest earning 10 percent made more than \$81,860, and the lowest earning 10 percent made less than \$24,630."

**My general comments:**

The field is expected to be "professionalized" and require a degree, and rely less on political appointments. Growth and professionalization in this field should lead to increased interest and enrollment.

**4: Describe action plan if labor market is changing.**

The field is expected to be "professionalized" and require a degree, and rely less on political appointments. Growth and professionalization in this field should lead to increased interest and enrollment.

We need funds to allow for better nationwide program level marketing

**COURSE ENROLLMENT TRENDS**

**5: Comment on enrollment trends as related to individual courses. Include possible reasons for the pattern and an action plan for any concerns.**

See #4, above.

**6: Review courses with zero (0) enrollment for over five (5) years in your program. Discuss the trends and develop an action item to delete or reactivate course(s).**

EMGT 1700 should be deleted from the curriculum. The academy has discontinued this course.

**Facilities,Equipment,Resources,Technology**



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**1: Provide specific suggestions and strategies for improvement of classrooms, labs, and offices to enhance student learning.**

The Emergency Management program is online. The college has provided all necessary physical resources for support.

**2: How do faculty and staff learn about college resources and support services available to all learners?**

All new faculty receive an orientation provided by the program director, and they are encouraged to attend the new faculty orientation that semester. I personally ensure all new and existing part-time faculty receive a copy of the student handbook and faculty handbook whenever it is updated. All new Blackboard faculty are introduced to and encouraged to remain in contact with Corrie and/or Jeff.

**3: Are educational and library resources (books, periodicals, computer software, videos, internet) available for student learning?**  
Yes

**4: Discuss status of educational resources. Provide specific suggestions and strategies for improvement.**

The library has always been cooperative in updating books and periodicals whenever they are requested to do so. Emergency Management course video sources are limited and costly. I held off updating until the new editions of NFPA 1600 is released.

Trade videos are relatively expensive and this will require a substantial set-aside to update these materials. Additionally, I am unsure of what is available in a format suitable for uploading to Blackboard at this time. Therefore, we will plan to continue to use the online video resources available through our library.

**5: Discuss use of resources, as well as availability of resources for all methods of program delivery.**

The college has always responded to any capital and non-capital equipment needs. As this is an online program I do not see any specific needs

I have been told it would be helpful, but not mission critical, for the college to license Voice Thread, Second Life, and other state of the art platforms for use in Blackboard. **But given the lack of spare time, this would require the college to have an intern or student worker available for development and support.**

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**Advisory Committee**

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**1: Does the Advisory Committee include employers who hire program graduates?**

Yes

**2: Does the Advisory Committee include program graduates?**

Yes

**3: Does the Advisory Committee include employers who hire cross-section of the industry?**

Yes

**4: How many Advisory Committee meetings have been held in the five year period?**

I believe two or three. It is extremely difficult to get the advisory committee together and have a constructive meeting. (Like much of our society, there is a limited pool of qualified members, and they are spread among other organizations.) But I keep in relatively frequent contact with the committee members my newsletter and email.

**5: Discuss results of most recent Advisory Committee meeting and survey.**

Enrollment and marketing were the primary concerns!

Otherwise the committee is satisfied with the program content.

### **Program Promotion & Marketing**

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**1: Do the college's promotional materials and activities clearly and accurately convey the program mission and intended outcomes for students and graduates? Please review the Lakeland Website, College Catalog, Division Program Guides, Student Handbook, and any other marketing materials. If any of these materials need to be revised, develop an action plan.**

Yes, to the above questions.

But as previously stated in this program evaluation, we are in great need of program specific marketing to our statewide, if not nationwide, program. As far as I know we are the only AAS program in Emergency Management Planning and Administration in Ohio.

**2: List program specific organizations for student participation. Describe how students are made aware of these opportunities.**

N/A

### Additional Comments

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**1: Please add any additional comments here that highlight program and/or outstanding student accomplishments not covered in the review.**

We are the only IFSAC accredited "Emergency Management Planning and Administration" program in the United States.

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### FREQUENTLY ASKED QUESTIONS

**What is the source of the data?**

It is a combination of data pulled from Banner and our legacy college system.

- 1. Banner Data starts Summer 2005 (200540).
- 2. Legacy Data includes anything prior to Spring 2005 (200530)

**Is the enrollment annual?**

Yes. Each review year includes the full academic year starting with the summer term, e.g. 2007 includes Summer 2006, Fall 2006, and Spring 2007.

**What if we add a new grading option such as "FW"?**

Any changes made to the grading scale will appear in the grade distribution data from that point forward.

**What if I need help interpreting the data?**

If you need assistance, please contact the DAPR coordinator or the Institutional Research department.

**How will new courses be added?**

New courses will be added each year as requested.

**Will the summary always cover a five-year period?**

Yes. Courses will stay in for any years offered.

**When will new data be available?**

Data summaries will be posted every year during the second week of September. Chairs should review data and action plans annually.

**What if I need more information?**

If more data is needed, submit a detailed request to the Institutional Research department.

### GLOSSARY OF TERMS

#### GENERAL TERMS

**1 YR Trend:** Percent change from previous year to current year.

Note: Percentages displayed for each year are rounded to the nearest whole number while 1-yr-trend calculation uses the yearly percentage to the nearest hundredth for a more accurate trend analysis between the years.

**Example:**

Previous Year Percentage: 28.85  
Previous Year Percentage Displayed: 29  
Current Year Percentage: 32.25



Current Year Percentage Displayed: 32  
Trend Calculation:  $(32.25-28.85/28.85)*100$

**OVERALL ENROLLMENT DATA**

Total annual credit hours example: If a program offers two courses:

Number of credit hours in Course A  
x Number of students enrolled in all sections/terms of Course A  
**= Total credit hours for Course A**

Number of credit hours in Course B  
x Number of students enrolled in all sections/terms of Course B  
**= Total credit hours for Course B**

Total credit hours for Course A  
+ Total credit hours for Course B  
**= Total annual credit hours**

Annual FTE: Total number of credit hours per year divided by 30 (1 FTE = 30 credit hour).

Instructional Cost / **Parameters and Definitions:**

FTE: Due to the complexity of the model, the cost analysis starts in 2008-09. The only exceptions to the cost model are for Theatre and Speech. For definition of FTE see 'Annual FTE' above.

**Categories Included in the cost per FTE calculation:**

- **Salary and Benefits** (course level)  
$$\text{Pay Per Unit} = \frac{(\text{Base Salary} \times \text{Benefit Rate}) + (\text{Overload Pay} \times \text{Benefit Rate})}{\text{Total Units}}$$

Note: The FT benefit rate is applied to the full-time instructor base salary; the PT benefit rate is applied to all part-time instructors as well as all summer and overload (full and part-time) instructors.
- **Other Personnel Costs** (department/program level)  
Includes department/program personnel costs including PARs, release time, extended time, and staff (lab coordinators, administrative assistants). Important note: Costs for courses that pay faculty with a PAR will be spread across the entire department/program.
- **Operating Costs** (department/program level)  
Includes department/program operating costs including capital expenses, supplies, technology, subscriptions, dues, travel, food service, et
- **Division Costs** (department/program level)  
Includes the department/program portion of the Dean's budget. A cost per FTE for the division as a whole is calculated and applied to all departments/programs.
- **Categories NOT Included**
  - Student Services
  - Library
  - Institutional support (operations that provide support services to the entire institution)
  - Academic support outside of program/division budgets (e.g. the Learning Center)
  - Plant operations and maintenance

**New:** Includes new students enrolling for the first time at Lakeland directly from high school, new students delaying entry after high school, and students new to LCC who, at some point, attended another college.

**Continuing:** Students who were enrolled in the prior term, excluding summer terms.

**Returning:** Students enrolled after an absence of one or more terms, excluding summer terms.

**CCP:** Students noted in the CCP statistic have already been counted in the data listed for New, Continuing, Returning students.

#### **COURSE DATA**

**Other sections:** Other sections include clinical or laboratory sections that are attached to a lecture. This information was added to provide evidence of work being done without duplicating enrollment numbers.

#### **INSTRUCTIONAL DELIVERY METHODS**

**Note:** Courses are only included in one method of instructional delivery. For example, a hybrid course that meets face-to-face during the day will be listed as hybrid only.

**Evening/Weekend:** Courses scheduled at 4:00 p.m. or later during the week and from 4:00 p.m. Friday through midnight on Sunday.

**Adult Accelerated:** This program is for adults 25 years of age or older who have three years of post-high school full-time work experience. Courses are offered in the evenings an on Saturdays for five weeks. The schedule has been structured so that it is possible for the students to complete an Associate of Arts or Associate of Applied Business - General Management Option in two years.

**Hybrid:** A course that is a combination online and face-to-face.

**Off-site:** Courses offered at Lakeland Community College's off-site locations: Lakeland East in Madison and area High Schools offering dual enrollment courses.

**Other:** Courses offered at other locations such as Progressive or First Energy.

#### **STUDENT STATUS (FALL ENROLLMENT)**

**Full-time Students:** Enrolled for 12 or more credit hours during the fall term.

**Part-time Students:** Enrolled for less than 12 credit hours during the fall term.

#### **STUDENT STATUS (SPRING ENROLLMENT)**

**Full-time Students:** Enrolled for 12 or more credit hours during the spring term.

**Part-time Students:** Enrolled for less than 12 credit hours during the spring term.

#### **IPEDS GRADUATE DATA**

**What is IPEDS:** The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education. **IPEDS consists of twelve interrelated survey components that are collected over three collection periods (Fall, Winter, and Spring) each year as described in the Data Collection and Dissemination Cycle.** The completion of all IPEDS surveys is mandatory for all institutions that participate in, or are applicants for participation in, any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended.

**IPEDS Report:** IPEDS data section, ONLY displays for PROGRAMS (not Departments) that are under review in the current cycle. In some cases, programs in the current review cycle may not have IPEDS data available. For example, programs that are new or have been recently modified may not have historical data to associate with the program.

**IPEDS Annual Cycle:** IPEDS Data links that are included in DAPR do NOT follow the same 5 year time span as all other data represented in DAPR. For example, data for the DAPR 2017 review year will includes 2012-2016 academic years, coinciding with an academic year cycle of Summer, Fall, Spring. IPEDS data for the 2017 review year will be an additional 2 years behind and will run from 2010-2014.

#### **FACULTY DATA (SU, FA, SP)**

**General Note:** Faculty data encompasses a five year period starting with Summer and running through Spring. For example, the five cycle begins with Summer 2014 through Spring 2015 for each sequential year.



**Other:** Banner data shows that there was no assignment record defined for the course which most likely indicates a part time instructor who was paid by PAR or contract.

**Other Full-Time:** Counts include faculty teaching one or more of the courses included in the review when their primary responsibility is in another department/program.

**FIVE YEAR AGGREGATE DISTRIBUTION BY COURSE (%)**

**Total Enrolled:** The total enrolled figure is based on the number of course grades from each term. If a student took a course multiple times in the same year, he/she is counted multiple times.

**W:** Stands for Withdraw.

**AW:** Stands for Administrative Withdraw.

**FNA:** Stands for Failure Not Attending.

**UNA:** Stands for Unsatisfactory Not Attending.

**Other:** Any Grade that is not an A,B,C,D,F,S,U,W,AW,FNA or UNA. An example would be some one taking the course as an Audit.

**FIVE YEAR AGGREGATE DISTRIBUTION BY PROGRAM (%)**

**Total Enrolled:** The total enrolled figure is based on the number of course grades from each term. If a student took a course multiple times in the same year, he/she is counted multiple times.

**W:** Stands for Withdraw.

**AW:** Stands for Administrative Withdraw.

**FNA:** Stands for Failure Not Attending.

**UNA:** Stands for Unsatisfactory Not Attending.

**Other:** Any Grade that is not an A,B,C,D,F,S,U,W,AW,FNA or UNA. An example would be some one taking the course as an Audit.