



HLC Accreditation Evidence

Title: Program Assessment Report Example
and
Assessment of Student Learning Response for
Emergency Management/Homeland Security

URL:

Office of Origin: Vice President of Instruction

Contacts:

- Coordinator of Assessment

Program Assessment Report

Emergency Management/Homeland Security - 2019 – 2021 Aggregated Results

To assist with the interpretation and analysis of the program assessment data, the following summaries have been provided. These are meant to provide an overview of the program assessment data to enable the reader to make program goals and strategic budgetary requests. It is worth noting that these are not meant to explicitly direct action, but rather to assist the content experts to make informed decisions.

Note that for simplification, the data has been aggregated over the listed years to enable the reader to see an overall standing and trend of the data and not simply a single moment in time.

Program Learning Outcomes

All Program Learning Outcomes are trending up and above the minimal 70% benchmark and the aspirational benchmark of 80%.

PLO	% Met	Trending
DEVE_PLO_1	83.08%	Up
DEVE_PLO_2	86.55%	Up

PLO 1: Determine and analyze the relationships of local, state, federal, business/industry, and citizen roles in emergency management

PLO 2: Explain how the emergency management cycles play a role in all aspects of emergency management/homeland security functions

Competencies Below 70% Benchmark

Of the 19 competencies tied to the PLOs, three were below the 70% benchmark.

Course	Competency	% Met
EMHS 1908	D2. Describe the role and challenges of the public sector in community mitigation strategies	46.15%
EMHS 1908	D1. Describe the respective mitigation roles of local, State and Federal governments	61.54%
EMHS 1952	I1. Identify the benefits of using ICS as the model incident management system	66.67%

Courses with High Pass Rates but Low Learning Rates

Pass rates were considered by course and by term. Terms with pass rates below 70% were removed. This created a new data set (thus the values may differ from the previous table) from which the percentage of competencies met was calculated.

Course	Competency	% Met
EMHS 1908	D2. Describe the role and challenges of the public sector in community mitigation strategies	46.15%
EMHS 1952	I1. Identify the benefits of using ICS as the model incident management system	50.00%
EMHS 1908	D1. Describe the respective mitigation roles of local, State and Federal governments	61.54%

Instructional/Program Review

The Program Assessment Subcommittee hopes that this information is useful in identifying areas where strategic plans and goals can be made to address any issues identified and agreed upon. As you complete the Instructional Reviews, when determining strategies and budgetary requests related to any identified thematic issues, if needed, be sure to reach out to the Center for Innovation and Excellence for ideas.

Example: Assessment of Student Learning Response for Emergency Management/ Homeland Security Program

2021-2023 Instructional Review

Reporting Years: 2018-2019, 2019-2020 and 2020-2021

Review Date: November 23, 2021

Instructional Area: Emergency Management/Homeland Security

Reporter(s): Lindsay Holmes

Assessment of Student Learning

Considering your area's Student Learning Outcomes (SLOs) and associated data at the classroom, course and/or program assessment level, respond to the following questions.

- What trends have you identified and what actions have occurred and/or are planned to respond to the results.

We developed the Student Learning Outcomes (SLOs) for the Emergency Management/Homeland Security program when we began participating in the formal Program Assessment project in the fall of 2018. Since that time we have averaged greater than 80% success rates with our students successfully completing the questions that are directly linked to the Student Learning Outcomes for each of the courses in the EMHS program.

We are consistently communicating with our adjunct faculty members to make them aware of the Assessment efforts we have in place to maintain these high success rates for all of our classes.

- What curricular changes have occurred (or are planned) since the last review to ensure student learning outcomes are achieved?

The majority of the curricular changes that have occurred since the last review were related to the addition of the CERT1 offerings. In the event that our success rate drops below the 80% mark we work with the affected instructors one-on-one to identify the areas that need improvement. A plan of action is then established to work towards the 80% success rate for any class(es) that need attention.

- What strategies do you utilize to achieve instructional quality and student engagement?

The Program Assessment project has been a great first step in implementing a standard format for assessing the instructional quality of our courses. By

utilizing this information, we are able to provide quantitative data to the instructors for each course regarding their instructional efficiency or deficiencies. This information is discussed in the adjunct faculty evaluations of all instructors.

Student engagement is also assessed and those findings are addressed with the adjunct faculty members in their evaluations. We strive to have excellent instructor-to-student engagement in each class we offer. Any instructors that show areas of improvement are offered assistance and monitored until a satisfactory level of engagement is established and maintained.