

Emergency Management Program School of Business and Liberal Arts Fall 2016 Assessment Report



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What was assessed? Student learning outcomes list:

- *SLO 1 - Critical Thinking Skills*
 - *Students are expected to be able to apply economic analysis to real world situations, to understand current events and evaluate policy proposals, and to evaluate the role played by assumptions in arguments and analysis that reach conclusions*
- *SLO 2 - Quantitative Reasoning Skills*
 - *Students are expected to understand how to use empirical evidence to evaluate the validity of an economic argument, use statistical methodology, interpret results, and conduct appropriate statistical analysis of data*
- *SLO 3 - Problem-solving Skills*
 - *Students are expected to be able to solve problems that have clear solutions and to address problems that do not have clear answers and explain conditions in which these solutions may be correct*
- *SLO 4 - Specialized Knowledge and Application of Skills*
 - *Students are expected to develop critical and quantitative thinking skills specific to business and accounting*
- *SLO 5 - Communication Skills*
 - *Students are expected to be able to communicate effectively in written, oral, and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypothesis supported by evidence*



Where were outcomes assessed?

- *SLO 1 - Critical Thinking Skills*
EADM 201 EADM 205
EADM 400 EADM 430
- *SLO 2 - Quantitative Reasoning Skills*
- *SLO 3 - Problem-solving Skills*
- *SLO 4 - Specialized Knowledge and Application of Skills*
EADM 205 EADM 430
- *SLO 5 - Communication Skills*
EADM 430



How was the assessment accomplished?

- Student work assessed:
 - Quizzes, midterms and final exams: essays and short answer questions, MC, TF
 - Assignments and related discussion boards
 - Projects
- Measurement strategy:
 - Rubrics used for throughout for essays, assignments, discussion boards and projects
- Sample size:
 - All students (40-50 majors)



SLO 1 - Critical Thinking Skills Assessment Data

EADM 201 COURSE STUDENT OUTCOMES

(Mapped to Sessions

and Assessment Measure):

	NEW SLO	Summary of findings	CHANGES FOR 2017
1. Discuss the history, four phases, and the all-hazards approach to emergency management. (Session 1) (Q1)	CRITICAL THINKING	90% at 90% or better.	NO CHANGES
2. Describe how “stakeholders” are involved in emergency management. (Session 2, 3) (A1)	CRITICAL THINKING	90% at 90% or better.	NO CHANGES
5. Explain what hazard mitigation is, mitigation strategies, and legal basis for hazard mitigation and the relationship between hazard mitigation and sustainable development. (Session 7, 14) (A2)	CRITICAL THINKING	90% at 90% or better.	NO CHANGES
6. Discuss the prevailing myths and misconceptions about people’s behavior in disasters with the findings of research on how people actually respond in emergencies. (Session 8) (A3)	CRITICAL THINKING	90% at 90% or better.	NO CHANGES
7. Discuss the principles of emergency planning including the development of the Emergency Operations Plan. (Session 9) (Q3)	CRITICAL THINKING	75% at 90% or better.	ADD TEMPLATE TO SIMS
9. Describe emergency management standards, the movement toward professionalization of emergency management. (Session 12) (Q4)	CRITICAL THINKING	90% at 90% or better.	NO CHANGES
10. Discuss the differences between the United States systems and the emergency management capabilities of other countries. (Session 13) (M2Q2)	CRITICAL THINKING	80% at 90% or better.	NO CHANGES

SLO 1 - Critical Thinking Skills Assessment Data

EADM 205 COURSE STUDENT OUTCOMES (Mapped to Sessions and Assessment Measure):

Results

Suggestions for Changes

(3) Discuss examples of major disasters in recent decades in order to learn about historic events that were milestone events in the development of the Emergency Management field. (Session 1) (M1Q1)

90% or better at 90%

I DON'T THINK IT IS THE COURSE, IT IS THE TIMING OF THE COURSE FOR THE 2ND HALF OF THE TERM . . . AND THE LARGE NUMBER OF NON-MAJOR'S TAKING THE COURSE AT THE LAST MINUTE BECAUSE THEY HAVE DROPPED OTHER COURSES.

(6) Explain the background of Federally-mandated requirements for hazard risk assessments, especially the pre-disaster mitigation concepts underlying the Disaster Mitigation Act of 2000. (Session 3, 7) (M1Q3)

Nearly 90% or better at 90%

NO CHANGE

(7) Explain the issues related to all-hazards risk analysis and mitigation planning. (Session 7) (D1)

90% or better at 90%

NO CHANGE

(8) Analyze the context for statewide hazard mitigation planning assistance to local governments. (Session 8) (Q3)

60% or better at 90%, 100% or better at 80%

NO CHANGE

(13) Describe the basis for hazard assessment and vulnerability analysis. (Session 10, 11, 12, 13) (Q4)

50% or better at 90%, 100% at 80% or better.

NO CHANGE

(17) Examine the issues involved in ethical hazard mitigation planning and action. (Session 15) (Final Q2)

90% or better at 90%

NO CHANGE



SLO 1 - Critical Thinking Skills Assessment Data

EADM 400 COURSE STUDENT OUTCOMES (Mapped to Sessions and Assessment Measure):

CHANGES FOR FALL 2016

(1) Summarize the historical context and evolution of emergency management structures and systems in the United States, including national coordination mechanisms. (Session 1) (Q1)

80% at 90% or better.

Use an additional FEMA/DHS article.

(5) Compare the role that the private sector plays, Voluntary Organizations Active in Disasters (VOADs), Nongovernmental organizations (NGOs), and other service providers, versus the public sector. (Session 1, 2, 3) (M1)

75% at 90% or better.

Update materials. Develop check quiz questions about VOADs.

(6) Explain what the Incident Command System (ICS) is, then summarize history of Incident Command and Coordination. (Session 4) (D1)

90% at 90% or better.

(11) Discuss some of the limitations of incident command systems and evaluate the obstacles to effective implementation of incident command. (Session 4, 5) (P1)

90% at 90% or better.

(13) Define the Emergency Management function of Preparedness, and examine how FEMA leads national planning efforts. (Session 9) (M2)

90% at 90% or better.

Find a Power Point or additional materials.

(14) Classify the activities of the National Integration Center (NIC). (Session 13) (M2)

90% at 90% or better.

(17) Assess the Federal government's role in emergency management under NIMS and what organizations outside of the Federal government are involved in NIMS. (Session 13, 14, 15) (Final)

90% at 90% or better.

SLO 1 - Critical Thinking Skills Assessment Data

EADM 430 COURSE STUDENT OUTCOMES (Mapped to Sessions and Assessment Measure):

	Fall 2016 RESULTS	SUGGESTED CHANGES FALL 2017
(2) Analyze the concept “geographic information system” (GIS) and its elements by clarifying how a GIS differs from an “information system, and using the elements of a “system” to classify the components of a GIS. (Session 3) (Q1)	SMALL NUMBERS, NOT SIGNIFICANT	NO CHANGES
(3) Assess how warning systems fit into the emergency management process. (Session 4, 5) (Q2)	SMALL NUMBERS, NOT SIGNIFICANT	NO CHANGES
(7) Critique the use of various integrated decision support systems such as CAMEO, ALOHA, HAZUS-MH, etc. (Session 8, 9, 10) (D1)	90% or better are at or above 90% Proficiency-level.	NO CHANGES
(9) Evaluate the way risks are assessed for flood hazards in the United States. (12) (Q4)	80% or better are at or above 90% Proficiency-level.	NO CHANGES



SLO 4 - Specialized Knowledge and Application of Skills

EADM 205 (15) Produce a Hazard Analysis for your local area or an area assigned by your professor. (Session 11) (P2)

80% or better at 90%

NO CHANGE

Subpart: Produce Community Profile

NO CHANGE

(16) Produce a Vulnerability Assessment for your local area or an area assigned by the professor. (Session 12) (P3)

90% or better at 90%

NO CHANGE

EADM 430

(11) Demonstrate the ability to direct, coordinate, and control emergency activities using the Incident Command System (ICS). (Session 8, 9, 10, 11, 12) (P3)

80% or better are at or above
90% Proficiency-level.

NO CHANGES

(12) Demonstrate the ability to alert, mobilize, and activate personnel for emergency response and maintain operations until the situation is brought under control. (Session 8, 9, 10, 11, 12) (P2)

90% or better are at or above
90% Proficiency-level.

NO CHANGES

(18) Apply team leadership skills in conflict resolution in an emergency and/or disaster scenario. (Session 8, 9, 10, 11, 12) (P3)

80% or better are at or above
90% Proficiency-level.

NO CHANGES



SLO 5 - Communication Skills

EADM 430

(11) Demonstrate the ability to direct, coordinate, and control emergency activities using the Incident Command System (ICS). (Session 8, 9, 10, 11, 12) (P3)

80% or better are at or above
90% Proficiency-level. NO CHANGES

(12) Demonstrate the ability to alert, mobilize, and activate personnel for emergency response and maintain operations until the situation is brought under control. (Session 8, 9, 10, 11, 12) (P2)

90% or better are at or above
90% Proficiency-level. NO CHANGES

(18) Apply team leadership skills in conflict resolution in an emergency and/or disaster scenario. (Session 8, 9, 10, 11, 12) (P3)

80% or better are at or above
90% Proficiency-level. NO CHANGES



Assessment results: What have the data told us?

- SLO 1 - Critical Thinking

Students struggled the most on:

- Course is mature and significantly updated with new materials, some students (non-majors in EADM 205 primarily) may struggle with the large number of extra credit opportunities.

- SLO 4 - Specialized Knowledge and Application of Skills

Students struggled the most on:

- Use of simulations and templates or forms seem to make the acquisition of specialized knowledge easier for most students (EADM 205 and 430).

- SLO 5 – Communication Skills

Students struggled the most on:

- Use of simulations and projects (EADM 430) engage some students in teamwork and leadership.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- Five general categories:
 - An additional course for non-majors, i.e., something shiny to attract them and give them an opportunity to experience the major first would be good!
 - Change the SLO’s via an annual review



What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
 - Individual faculty time revising within a course (this is done annual with new simulations, templated, additional materials, etc.)
 - Allocation of existing department funds (funds for additional conferences/workshops each year)

