

Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:

Emergency Management Technology

Section 1: Program Overview

Mission/Purpose:

The mission of the Emergency Management Technology Program is to provide quality education to enhance the technical and professional knowledge of emergency responders to preserve life, protect property and the environment.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Associate	Emergency Management	A55460
Certificate	Emergency Management	C55460M
Certificate	EMS Management	C55460E
Certificate	Fire Service Management	C55460F
Certificate	Public Safety Certificate	C55460P
Certificate	Law Enforcement Management Certificate	C55460L

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

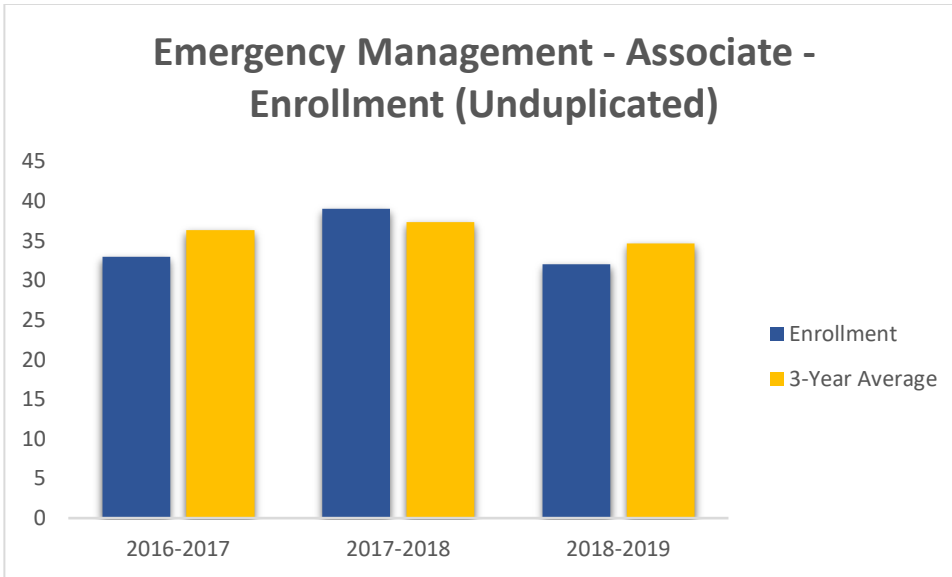
- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

Goal 2: Ensure Program Excellence

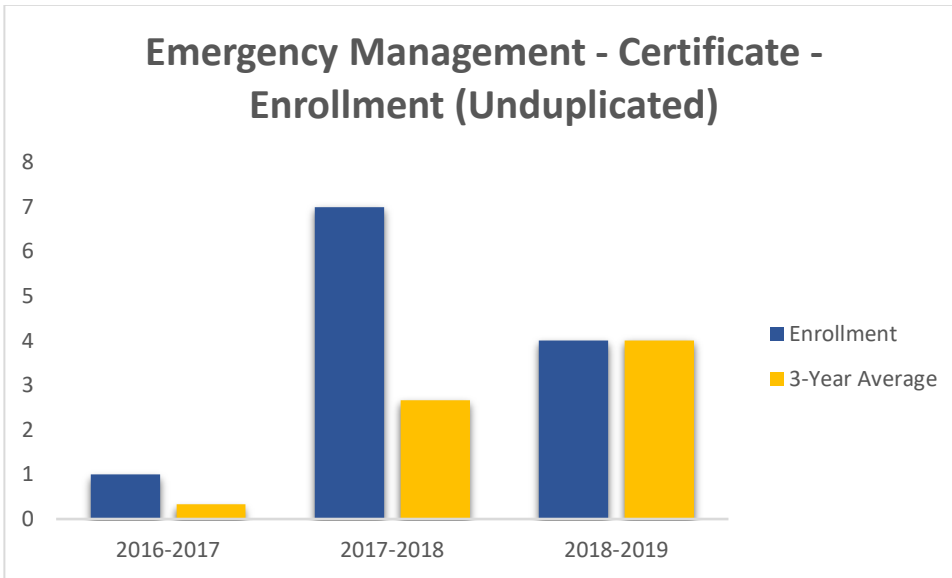
Many of our students function as our community's first line of defense in times of crisis. Therefore, we strive to provide a quality and relevant program to enhance their capabilities and increase our resilience as a community.

Program Enrollment (Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Associate) (unduplicated)		
Year	Enrollment	3-Year Average
2016-17	33	36
2017-18	39	37
2018-19	32	35



Program Enrollment (Certificate) (unduplicated)		
Year	Enrollment	3-Year Average
2016-17	1	0
2017-18	7	3
2018-19	4	4



Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Associate degree enrollment has decreased slightly. Continuing recruitment needs to occur targeting both the traditional college student and the career professional. Career and College Promise (CCP) offerings within public safety will need to be marketed and strengthened to ensure a continuous pipeline of students transitioning from high school to the Emergency Management program. Recruiting of current professionals in the community will be

key in not only maintaining but also increasing enrollment. Pursuing partnerships and articulation agreements with 4-year institutions will add value to the program and increase follow on options for students

Certificate program enrollment has been increasing, this positive trend should continue as recruitment efforts highlight the benefits of higher education for professionals and the benefit of completing certificates while on the path to terminal degree completion.

Analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

Associate degree BFTF has fluctuated in line with program enrollment over the past 3 years. Certificate BFTF has increased in line with program enrollment.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 –Summer, Fall, Spring)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
Emergency Management Technology	2018 – Two tracks were adopted and approved by the curriculum committee for the overall program.

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)*

The two tracks allowed students the opportunity to choose a specific area within the program for concentration, i.e. Fire/EMS or Law Enforcement. Students will also be afforded the opportunity to be given credit for prior learning through documented certifications they hold for specific courses within each track.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 –Summer, Fall, Spring)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-17	Fall 2016/Spring 2017	Align programs with job skills
2017-18	Fall 2017/Spring 2018	Implementation of new certificate programs
2018-19	Fall 2018/Spring 2019	Implementation of new degree programs to provide a more broad opportunity for those seeking to become Public Safety Professionals

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The CJC/EM Joint Advisory Committee provides an annual review of the overall programs for Criminal Justice Technology and Emergency Management Technology to ensure that the students are being provided with the skills, knowledge, and opportunities to afford them sustainable employment upon completion of their degree or certificate. A new Public Safety Administration program was approved by the curriculum committee for implementation in Fall 2020.

Analysis of trends in the field or industry (emerging needs)

Provide narrative for analysis of trends in the field. *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

Students have two program options to help meet workforce needs: Fire/EMS or Law Enforcement. Based on the current trends within our program the emerging trends are being met for potential employers and employees. The program is designed to provide students the skills necessary for entry- level positions within the Emergency Management profession.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes No

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Summer, Fall, Spring)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Jeremy Mozingo	Full-time	2 yrs. 9 mos	2.9
Lee Szatkowski	Part-time	30 years	30
Angie Blizzard	Part-time	15 years	15
Darwin Paramore	Part-time	1 year	1
Fred McCall	Part-time	2 years	3
Amy Walston	Part-time	7 years	5
Brad Lanier	Full-time (Deceased 2017)	7.5 years	8

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

There is an adequate number of full-time faculty supplemented by part-time faculty based on the curriculum offering and job market analysis.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Summer 2016		Fall 2016		Spring 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Brad Lanier	Full-time (Deceased 2017)	18	18	18	18		
Lee Szatkowski	Part-time			3	3	3	3
Angie Blizzard	Part-time			3	3	3	3
Darwin Paramore	Part-time						
Fred McCall	Part-time					3	3
Amy Walston	Part-time			3	3	3	3
Jeremy Mozingo	Full-time					12	12

Faculty / Name	Full-Time Part-Time	Summer 2017		Fall 2017		Spring 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Jeremy Mozingo	Full-time					15	15
Lee Szatkowski	Part-time			3	3	3	3

Angie Blizzard	Part-time			3	3	3	3
Fred McCall	Part-time			3	3	3	3
Amy Walston	Part-time			3	3	3	3

Faculty / Name	Full-Time Part-Time	Summer 2018		Fall 2018		Spring 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Jeremy Mozingo	Full-time	15	15	15	15		
Lee Szatkowski	Part-time			3	3	3	3
Angie Blizzard	Part-time			3	3	3	3
Darwin Paramore	Part-time					3	3
Fred McCall	Part-time					3	3
Amy Walston	Part-time			3	3	3	3
Jeremy Mozingo	Part-time					3	3

Professional Development

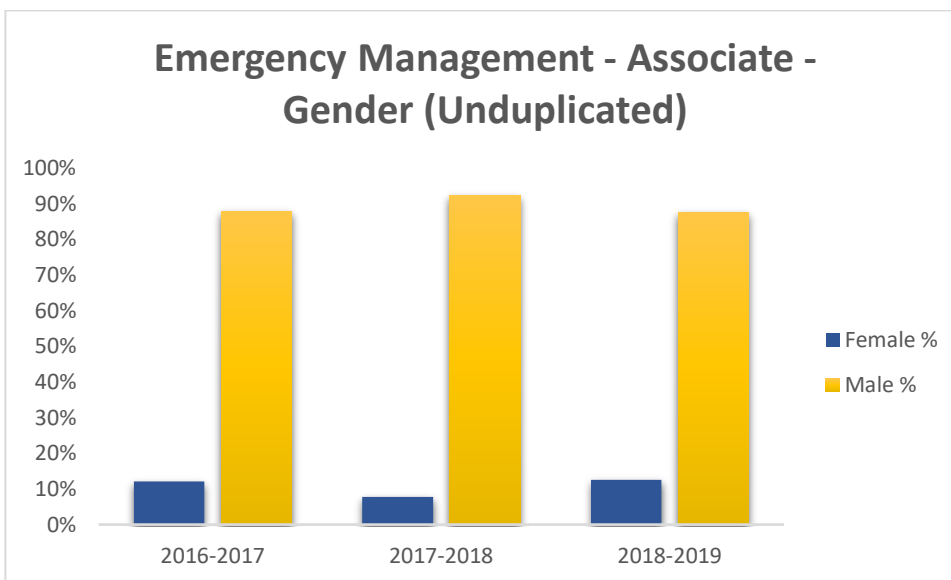
Professional development activities of faculty (2016-17; 2017-18; 2018-19)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

Yes No

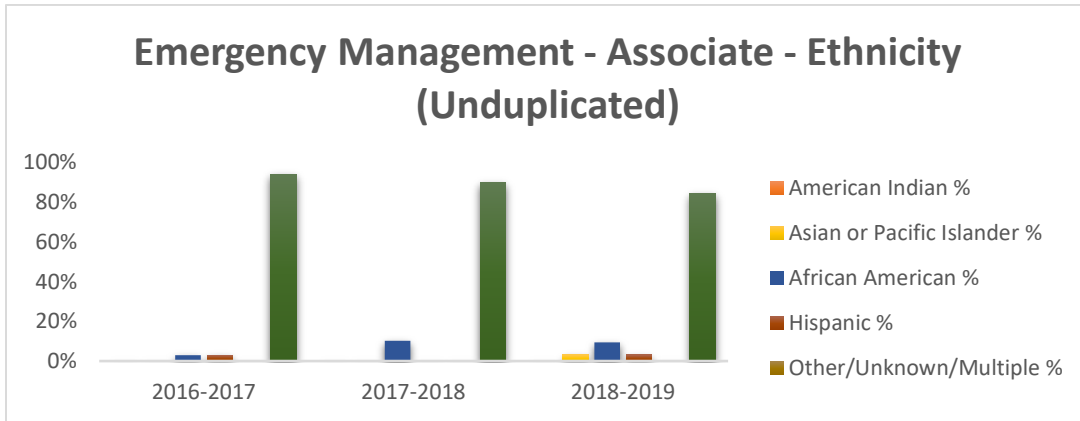
Section 3: Student Demographics - Parent program (highest level only) data is provided.

Gender (Associate - unduplicated)						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-17	4	12%	29	88%	33	100%
2017-18	3	8%	36	92%	39	100%
2018-19	4	13%	28	88%	32	100%

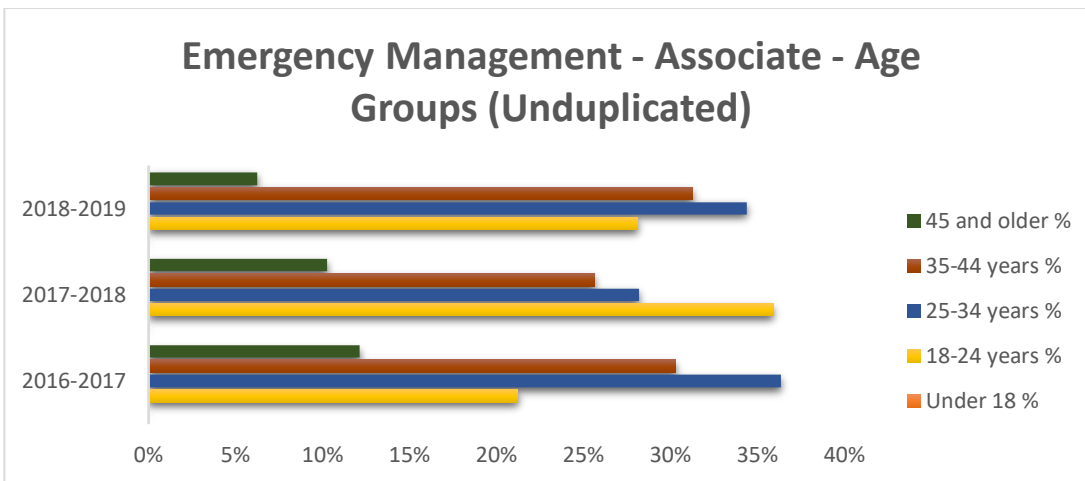


Ethnicity (Associate – unduplicated)	2016-17		2017-18		2018-19	
	N	%	N	%	N	%

American Indian	0	0%	0	0%	0	0%
Asian or Pacific Islander	0	0%	0	0%	1	3%
African American	1	3%	4	10%	3	9%
Hispanic	1	3%	0	0%	1	3%
Other/Unknown/Multiple	0	0%	0	0%	0	0%
Caucasian	31	94%	35	90%	27	84%
Total	33	100%	39	100%	32	100%



Age (Associate – unduplicated)	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	7	21%	14	36%	9	28%
25-34 years	12	36%	11	28%	11	34%
35-44 years	10	30%	10	26%	10	31%
45 and older	4	12%	4	10%	2	6%
Total	33	100%	39	100%	32	100%



Provide narrative for analysis of student demographics. (What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)

Our age group diversity reflects a mix of traditional college students and career professionals.

Ethnic diversity in our program area has increased slightly, though additional efforts should be made to increase this through targeting these groups in both traditional and career professional recruitment.

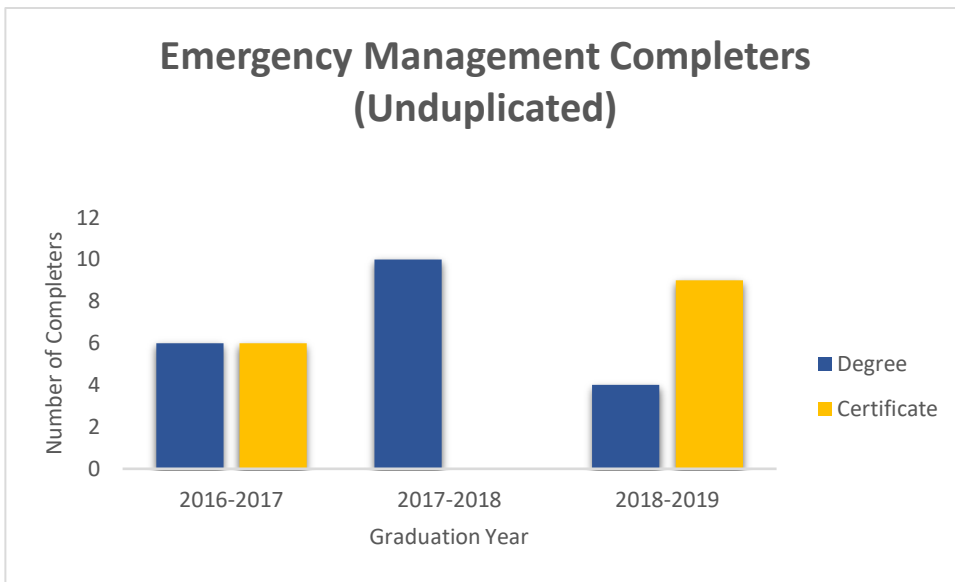
Overall program diversity of the program is directly correlated to workforce diversity in the public safety career field. However as agencies seek to increase workforce diversity the program will benefit from this as well, the program can partner with employers to this end.

Section 4: Program Outcomes

Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 11 # (Average of total completers for the last three years – 2016-17; 2017-18; 2018-19)
Standard: 13
Target: 15

Number of Completers (unduplicated)				
Year	Degree	Diploma	Certificate	Total
2016-17	6		6	12
2017-18	10		0	10
2018-19	4		9	13



Provide narrative for analysis of completers. *How might you increase the number of completers in your program?*

Completion will be tied to total enrollment, increasing total enrollment will increase completers. Certificate completers can be increased by ensuring current associate degree students are also enrolled in certificate programs. Dependent upon the independent certificate program enrollment increase, the number of completers will increase and become a recruiting avenue for the degree program.

Provide narrative for analysis of completer standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The standard was met during the previous academic year 2018-2019, however we anticipate on becoming more consistent in meeting the standard set as opposed to the previous three-year cycle. Anticipated enrollment growth over the next 3-5 years will assist us in reaching our Target.

Identify Completer Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

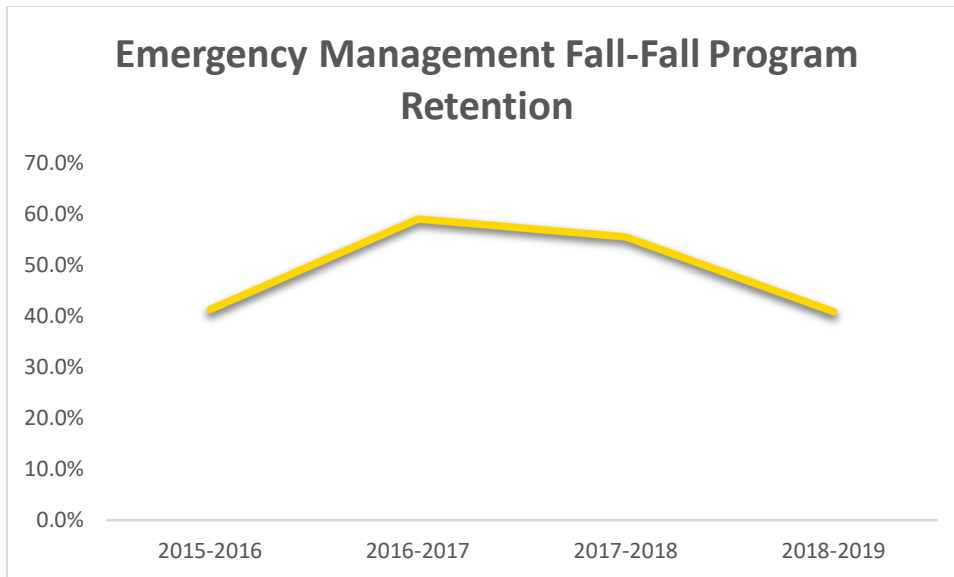
Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	Conduct a thorough review of curriculum with professionals who currently serve on the advisory committee and in the emergency management field who are graduates of the program to determine if the program meets the needs of employers.	June 2021	Feedback from local employers and an overall assessment by former students currently working in the field.
2			

Retention

Baseline: 51.8 % (Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)
Standard: 60.0 %
Target: 75.0 %

Fall-to-Fall

Year	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
2015-2016	29	3	9	15	2	41.4%
2016-2017	22	5	8	8	1	59.1%
2017-2018	27	8	7	12	0	55.6%
2018-2019	22	4	5	12	1	40.9%



Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

There have been many faculty changes throughout these years that may have led to some retention issues. Many students in the program are working professionals so some fluctuation may be attributed to starting the program and either deciding to go forward or take a step back due to life circumstances.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention. The standard chosen for program retention was based on the 2016-2017 academic year being slightly over 59% with the new standard set at 60% and the target set at 75% which is an absolute goal of the program faculty to strive to retain the majority of students enrolled in courses.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Develop a stronger partnership with current local public safety agencies to enhance employment opportunities.	June 2021	Maintain contact and receive feedback from local employers and students. Additionally, assessment will be based on Measurable Data, student feedback and student evaluations retrieved from

			the Office of Institutional Effectiveness referencing student retention rates.
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Job Placement / Employment (*to be provided by program*)

Baseline: 8 # (*Average number employed for the last three years – 2016-17; 2017-18; 2018-19*)

Standard: 10 #

Target: 12 #

Year	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-17	12	8	4
2017-18	10	7	3
2018-19	13	9	4

Provide narrative for analysis of student job placement. (*Are students finding jobs within the program of study? (How can your program promote higher employment of students in the field?)*)

Approximately 70% of students in 2018 were employed in an emergency management related field based on data retrieved from surveys. Based on the current trends within our program the emerging trends are being met for potential employers and employees. The program is designed to provide students the skills necessary for entry-level positions within the Emergency Management profession.

Provide narrative for analysis of standard/target. (*As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target*)

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 job placement.

Identify Job Placement / Employment Action Items

(*Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.*)

Neither the standard nor the target was met based on the establishment of new baseline, standards, and targets.

Item	Action Items (<i>Identify action items as a result of your program outcome assessment.</i>)	Target Date (<i>Identify your projected target date for completion of action items.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Develop a stronger partnership with current local public safety agencies to enhance employment opportunities.	June 2021	Maintain contact and receive feedback from local employers and students. Additionally, assessment for job placement will be based on Measurable Data, student feedback and student evaluations retrieved from the Office of Institutional Effectiveness.

Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Labor market data does provide some insight but is very narrow based on title selection. Students typically do not compete initially for director and or manager positions and start in more entry level jobs. Students may also be currently employed in various public safety roles, i.e. fire services, emergency management, emergency medical services, loss prevention, risk management, etc.

Licensure and Certification Passing Rates (if applicable)

Baseline: n/a % *(Average of last three years; identify last three licensure years)*

Standard: n/a %

Target: n/a %

Licensure / Certification Exam – Title – Not applicable

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Not applicable.

Provide narrative for analysis of licensure and certification passing rates standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

Not applicable.

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	n/a	n/a	n/a
2	n/a	n/a	n/a

Third-Party Credentials (if applicable)

Baseline: ____ # *(Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: ____ #

Target: ____ #

Third-Party Credentials

Year	Credentials for Program of Study	# Tested (<i>duplicated</i>)	# Passed
2016-17	N/A		
2017-18			
2018-19			

Provide narrative for analysis of third-party credentials. (*Are there other industry-recognized credentials that need to be addressed for the program of study? (What are other means to promote program third-party credentials?)*)

N/A

Provide narrative for analysis of third-party credentials standard/target. (*As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?*)

N/A

Identify Third-Party Credentials Action Items

(*Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.*)

Item	Action Items (<i>Identify action items as a result of your program outcome assessment.</i>)	Target Date (<i>Identify your projected target date for completion of action items.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	N/A		
2			

Program Success Rate (all delivery methods) (Program Success Rate tab)

Baseline: 80 % (*Average program success students for the last three years – 2016-17; 2017-18; 2018-19*)

Standard: 85 %

Target: 90 %

Semester	Program Enrolled Students	Program Success Students	Program Success Rate
2016-17	125	103	82%
2017-18	104	79	76%
2018-19	73	60	82%

Provide narrative for analysis of student success in program courses. (*Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?*)

Data reflects an increase in program course success rate via internet delivery. All program specific courses are offered online exclusively. Student success rate in internet general education does show a declining trend which suggests students struggling with those courses. Face to face and hybrid general education course success is not remarkably higher. General education percentages may be attributed to student age, to improve outcomes advisors need to ensure correct placement and course load to potentially mitigate general education course difficulty.

Provide narrative for analysis of student success in program courses standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New student success in program courses standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. Actions will be taken to ensure students have full accessibility to faculty and other services for academic resource assistance. This is in an effort to ensure student success within the program and completion of the program.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Provide students resources for academic assistance during their enrollment within the program.	June 2021	Assessment will be based on Measurable Data, student feedback and student evaluations retrieved from the Office of Institutional Effectiveness referencing student success rates.

Section 5: Other Assessments

External Reviews

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation. Additionally, do you have program survey data, self-assessment, or other assessment used to evaluate the program.

N/A

Identify External Review Action Items *(if applicable)*

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	N/A		
2			

Resources**Program Facilities - location and adequacy****Provide narrative for program facilities adequacy and/or needs.**

Our facilities are adequate for online instruction. If the program was offered in a traditional setting additional classroom space would be required.

Academic / Student Support Services**Provide narrative for academic / student support services. (Are services adequate for your program?)**

Services are adequate for general education portion of the program, however it would be beneficial if there were some staff who had specific skills, training, knowledge, and education within the area of Emergency Management/Public Safety.

Planning Objectives (2016-17; 2017-18; 2018-19)

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year	Objective(s) Submitted	Use of Results
2016-17	None submitted	n/a
2017-18	None submitted	n/a
2018-19	None submitted	n/a

Environmental Factors**Provide narrative for analysis of the program's/ discipline's strengths, weaknesses, and opportunities.**

Program strength is experienced faculty and relevance of program to current events.

Weaknesses are in enrollment and completion as wells as technology usage in internet delivery.

Opportunities exist to establish partnerships with 4 year institutions, marketing of certificate program to in-service professionals as a means for career advancement and increasing technology utilization to provide a quality online program.

Section 6: Recommendation Follow-Up – Status Report

Recommendation follow-up status reports to be addressed spring semester following review year (2020-21 and 2021-22).

Review prepared and submitted by: *(Please list name(s) and titles)*

Jared Michael Rouse, Emergency Management Technology Program Coordinator/Instructor

Approvals

- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment as submitted.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessment and Recommendations as submitted.

Dean Acceptance / Date: Beverly Deans 8/10/2020

IE Acceptance / Date: Dorothy Moore 8/10/2020

Administrator Approval / Date: Patty Pfeiffer 8/10/2020