Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? **1-11 in list**
- Which learning outcomes were assessed? **All of Them**
- How were they assessed? **By Faculty meeting with Director on Saturday, December 5.**
  - Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.

- What was learned from the assessment results? **Changes in Courses Need to Be Made By July, 2016.**
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
1. Department Mission Statement.

ECEM’s Mission: To provide a well-rounded graduate learning experience to current and future crisis and emergency management leaders for effectively addressing natural, intentional and technical disasters.

2. Student Learning Objectives (Program Level)

<table>
<thead>
<tr>
<th>ECEM 1</th>
<th>Define and critique the definitions used for disaster and the commonly held myths about disasters as well as associated values and business practices and how they have evolved over the years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECEM 2</td>
<td>Explain what is meant by the “comprehensive emergency management approach” and the major elements of natural, intentional and technical disasters and the scientific principles that explain, measure and define them as well as how to clearly articulate how to plan for, prevent, respond to and recover from them.</td>
</tr>
<tr>
<td>ECEM 3</td>
<td>Understand the evolution of terrorism and the underlying social, political, cultural and economic causes for international and cyber-terrorism.</td>
</tr>
<tr>
<td>ECEM 4</td>
<td>Understand the authority and responsibility of the three levels of government dealing with natural, intentional and technical disasters and the legislation, regulations, directives, policies and industry codes of practice that apply.</td>
</tr>
<tr>
<td>ECEM 5</td>
<td>Understand how to identify, monitor and mitigate hazards using quantitative and qualitative methods and then integrate those concepts into mitigation through strategies that reduce short and long term vulnerability.</td>
</tr>
<tr>
<td>ECEM 6</td>
<td>Analyze leadership and organizational theory in the context of emergency management and differentiate between different leadership and decision making styles used by individuals in emergency management as well as how to coordinate action with internal and external stakeholders.</td>
</tr>
<tr>
<td>ECEM 7</td>
<td>Explain social vulnerability and the principles involved in building community resilience using effective crisis communication and public information procedures.</td>
</tr>
<tr>
<td>ECEM 8</td>
<td>Understand the human side of emergencies and the physical and mental health issues commonly associated with natural disasters as well as terrorist activities by analyzing psychological, economic and sociological impacts associated with disasters and how they differ based on gender, age, religion, educational level, socio-economic status and also affect public reaction and response to different events.</td>
</tr>
<tr>
<td>ECEM 9</td>
<td>Understand how to develop, organize, prepare, execute and evaluate a real-life project so as to ensure that plans remain operable and current.</td>
</tr>
<tr>
<td>ECEM 10</td>
<td>Analyze the principles behind effective prevention, planning, risk, mitigation, response, and recovery strategies as well as incident management to protect people.</td>
</tr>
<tr>
<td>ECEM 11</td>
<td>Demonstrate an understanding of disaster management fundamentals for application to real-world events and how to identify, develop and manage resources as well as how to develop, coordinate and implement operational procedures to support the program and execute the plan.</td>
</tr>
</tbody>
</table>
### Intellectual Breadth and Lifelong Learning
- ECEM 10, 11, 5, 6

### Inquiry and Critical Thinking
- ECEM 9, 10, 1, 3, 4,

### Communication
- ECEM 11, 2

### Global/Multicultural Knowledge and Awareness
- ECEM 10, 7

### Citizenship and Ethics
- ECEM 3, 8

#### 3. Planned Assessments: Methods, Instruments, and Analysis:

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Briefly describe the instrument, sampling strategy, and how the results are collected</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Paper and Case Study Analyses</td>
<td>Provide a written synthesis and integration of disaster management concepts and tools</td>
<td>Case Study Analyses Papers and Final Paper In ECEM 711, 712, 714, 721, 722, 723, 724, 731, 732, 734, 713</td>
<td>To measure student ability to define disasters and to what is meant by comprehensive emergency management approach and to identify the three types of disasters as well as to identify the authority and responsibility of different levels of government and engineering issues involved in responding to a disaster ECEM 711, 712, 733, 732,</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td></td>
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</tr>
<tr>
<td>Oral Presentations</td>
<td></td>
<td></td>
<td>To measure student ability to speak publicly and to explain how their topic and analysis relate to contemporary global/multicultural/ethical issues in terms of emergency management ECEM 711, 712, 713, 714, 721, 722, 723, 724, 731, 732, 733, 734</td>
</tr>
<tr>
<td>Focus Groups Meet Annually of Students and Faculty followed by a survey beginning in Fall, 2016</td>
<td></td>
<td></td>
<td>To measure student overall learning outcomes and how courses should be changed to increase learning ECEM 711, 712 713, 714, 721, 722, 723, 724, 731, 732, 733, 734</td>
</tr>
<tr>
<td>Portfolio System will be implemented for and by every student beginning in Fall, 2016</td>
<td></td>
<td></td>
<td>To document personally for each student what they have learned course by course and in the overall degree program ECEM 711, 712, 713, 714, 721,</td>
</tr>
</tbody>
</table>
### 4. Results, conclusions and discoveries

In this past year
- What have been the results of each planned assessment listed above? *Focus groups and the portfolio system have not been instituted and will be instituted when the Fall, 2016 Cohort starts in July, 2016.*
- Compared to your benchmarks, was the outcome at, above, or below what was expected? *Outcomes were as expected.*
- How do the current results compare to previous years’ results? *Better.*
- What conclusions or discoveries do you draw from this year’s results? *Additional work needs to be done with Fall, 2016 Cohort.*

65% of students this year met or exceeded mastery of the subject by receiving 80% or better on their papers and case studies. 70% of students met or exceeded the required grade for proficiency on their exams. 75% of students met or exceeded the required score on their oral presentations.

### 5. Use of Results (Closing the Loop Over the Year)

- How were the student learning outcome results used to make curricular and/or pedagogical changes? *We are in the process of examining results and making changes to the courses and will do so beginning in Fall, 2016 Cohort.*
- Who reviewed the results? Is assessment a shared responsibility in the department? *Director of the Program did with advice guidance from faculty.*
- Who acted on the results The and in what way? *Director and Faculty will make the changes necessary by July, 2016.*

Performance by students will be reviewed by all faculty and input and suggestions will be collected on how to help students improve their learning through the use of focus groups each year and having students develop and use Portfolios each year beginning in Fall, 2016. As a result, syllabi are being changed to more effectively address student learning objectives including but not limited to more attention being paid to “resilience” as part of emergency management functionality. Also, total grading in classes like ECEM 734, are now based 15% upon a presentation of the capstone project and 85% on the project’s importance to improved knowledge in the community of practice and its completion. If that needs to change, it will. Faculty will act upon the results in their specific courses and the focus groups held.

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**CURRICULUM MAP ADDRESSING LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td>B = Beginning</td>
<td>M = Middle</td>
</tr>
</tbody>
</table>

B = outcome introduced in beginning of development, such as in introductory course

M = outcome covered in middle stages of development

E = outcome fully developed at the end of career, such as in a capstone course
<table>
<thead>
<tr>
<th>Outcomes (SLO)</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
<th>SLO 7</th>
<th>SLO 8</th>
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<tr>
<th>COURSE</th>
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<th>714</th>
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<td>COURSE 731</td>
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<tr>
<td>COURSE 733</td>
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<tr>
<td>COURSE 734</td>
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</table>
Program Reviewed: Executive Master of Science in Crisis and Emergency Management (ECEM)
Degrees: Masters
Program Director: Christine Springer
School Director: Chris Stream
Dean: Robert Ulmer

Reviewer’s Names and Institutions:

Keith Clement, Ph.D., California State University, Fresno
David A. McEntire, Ph.D., University of North Texas

Date of Report: April 15, 2015
INTRODUCTION

During the week of March 23 - March 27, 2015, the Executive Master of Science in Crisis and Emergency Management (ECEM) at the University of Nevada Las Vegas (UNLV) was evaluated by two external reviewers, Keith Clement and David McEntire. The following report was developed by these reviewers and follows the recommended External Reviewer’s Template. It discusses a number of topics including: mission/goals, need, quality of the program, student outcomes, program strengths/weaknesses, and recommendations for the future. Our findings are based on extensive phone interviews that took place with the Program Director, students, the Dean and Provost. Before discussing these findings, the background of the reviewers will be mentioned briefly.

Keith Clement is an Associate Professor at California State University, Fresno. He teaches graduate and undergraduate courses in emergency management, homeland security, and border security within the Department of Criminology. Dr. Clement has received grants from the United States Department of Homeland Security, United States Department of Justice, and the California Emergency Management Agency (Cal EMA); and has been published frequently in international and national journals. Dr. Clement serves on the California Governor’s Office of Emergency Services Cybersecurity Taskforce and also leads the California State University (CSU) Council for Emergency Management and Homeland Security (CEMHS).

David McEntire is a full professor at the University of North Texas. He teaches emergency management and homeland security courses in the Department of Public Administration (including courses in the Master’s Degree in Public Administration). Dr. McEntire has received grants from the National Science Foundation and has published 6 books and over 100 articles in academic journals and professional outlets. He has served as the Undergraduate and Ph.D. Program Coordinator, Assistant Chair, Associate Dean, and University Director of Summer Session. Dr. McEntire has more than 15 years of experience in higher education.

Our overall assessment of the ECEM program is that it is a unique and valuable unit with UNLV. The Program Director and administrators are clearly and deeply committed to the program and the students appreciate both the nature of the program and the exceptional quality of the faculty. The program is advancing the mission of UNLV and is preparing students for careers in emergency management and related fields and professions. The program has exhibited growth since its founding in 2003 and has a promising future. The university should take advantage of unfolding opportunities to advance the program, possibly to include the hiring of an additional full time faculty member, developing the website with additional information, and undertaking other measures to solidify its standing domestically and internationally.

MISSION AND GOALS

The mission of ECEM is logical for a graduate degree program in emergency management and it has a close relation to the units in which it resides. For instance, the stated goals of the program are to:

1. Internalize comprehensive emergency management fundamentals, differentiate definitions of disasters, and critique commonly held myths about disasters.
2. Recognize the major elements of natural, intentional, and technical disasters.
3. Understand the evolution of terrorism and the underlying social, political, and economic causes for terrorism.

4. Understand the authority and responsibility of the three levels of government dealing with natural, intentional, and technical disasters.

5. Analyze leadership and organizational theory in the context of emergency management and be able to differentiate between individual leadership and decision-making styles.

6. Explain social vulnerability and the principles involved in building community capacity.

7. Comprehend the human side of emergencies through analyzing public reaction and response to disaster events.

8. Evaluate exercise design elements and organizational response plan fundamentals.

9. Distinguish the principles behind and the effective approaches for prevention, planning, risk, mitigation, response, and recovery strategies and efforts.

10. Demonstrate an understanding of comprehensive emergency management fundamentals for application to real-world events.

These goals will enable the student to understand fundamental concepts in emergency management such as hazards, vulnerability and disasters along with the important functions and sectors related to this important profession (e.g., disaster phases and stakeholders). In addition, the stated mission of ECEM is directed toward the development of leadership and management skills, which is to be expected in a master’s level academic program. Finally, the mission identifies both theoretical principles and real-world skills, which are necessary for critical thinking and practical application alike. Thus, the reviewers agree that the education being provided is indeed comprehensive as advertised.

Furthermore, the mission of the program is closely related to the mission of the department, college and university. The mission of ECEM focuses on government functions and public interests that are the basis of the School of Environmental and Public Affairs as well as the Greenspun College of Urban Affairs. That is to say, ECEM has a visible slant toward public administration. Although this does not preclude education for those students interested in careers in the private or non-profit sectors, the focus is unmistakably related to the goals of the school and college. The mission of ECEM is likewise consistent with the UNLV mission statement (see table 1 below).

<table>
<thead>
<tr>
<th>UNLV Mission Areas</th>
<th>Link to the ECEM Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>High expectations for student learning and success.</td>
<td>The program enables students to analyze leadership and organizational theory in the context of emergency management and be able to differentiate between individual leadership and decision-making styles.</td>
</tr>
<tr>
<td>Discovery through research, scholarship and creative activity.</td>
<td>The ECEM program includes theoretical courses and practical application in the capstone projects.</td>
</tr>
<tr>
<td>Nurturing equity, diversity, and inclusiveness that promotes respect, support and empowerment.</td>
<td>Courses in the degree explain social vulnerability and the principles involved in building community capacity.</td>
</tr>
</tbody>
</table>
Social, environmental and economic sustainability. | Professors help students to distinguish the principles behind and the effective approaches for prevention, planning, risk, mitigation, response, and recovery strategies and efforts.

Strong, reciprocal and interdependent relationships between UNLV and the region around us. | The program draws students in Nevada, the Southwestern portion of the United States and elsewhere across the nation (and these students participate in capstone projects that benefit their organizations, jurisdictions and states).

An entrepreneurial, innovative and unconventional spirit. | The executive program is unique in that it provides a flexible approach for adult learners to enjoy the benefits of traditional and online instructional delivery methods.

NEED/DEMAND FOR THE PROGRAM

The ECEM program is the premiere executive master’s degree program in emergency management. It fills a valuable niche for working professionals who are interested in advancing their careers while maintaining their employment and livelihoods for themselves and their families. The combination of traditional classroom education and flexible online learning is an attractive feature of the program. Students universally applauded this unique program which takes advantage of alternative teaching methodologies and meets the demanding schedule of non-traditional learners. The program is clearly distinct and has few (if any) competitors because the vast majority of emergency management degrees are not based on this unique hybrid model. Consequently, the program draws students from various locations in the United States and even around the world. The program is also coveted because it prepares individuals to work in various sectors of emergency management, business continuity and homeland security (among others), and the disciplinary knowledge and leadership and management skills and abilities are required now due to the technical nature of crises and will certainly be needed in the future as there will undoubtedly be more natural disasters, technological hazards and terrorist attacks. The program has grown visibly since its inception and it is logically anticipated that the degree will continue to see increased enrollment as word about this program spreads to those interested in all types of emergencies along with principles for their amelioration.

QUALITY OF THE PROGRAM

The ECEM program is undoubtedly of notable quality. The Program Coordinator is a well-known professor who has a strong reputation in both emergency management and public administration. She is dedicated to the success of the program and works diligently to advance its standing domestically and internationally. The other adjunct professors are also highly qualified, and they bring their expertise to bear in the classes they instruct in the program. The students also contribute to the success of the program. They are educated working adults who are passionate about their discipline and profession. It appears that the classroom and online discussions allow for considerable exchange of ideas so students are undoubtedly learning from each other.

The program also has an admirable curriculum. The Crisis and Emergency Management course (ECEM 711) provides a comprehensive preview of the emergency management profession. Other core courses (e.g., ECEM 712, ECEM 714, ECEM 721, ECEM 723, ECEM 731, ECEM 732, and ECEM 733) provide knowledge regarding the nature of disasters, the public administration context, and functional aspects of emergency
management. ECEM 724 and ECEM 734 provide practical skills so the student is applying knowledge that has been acquired in the program.

That being said, the curriculum could be revised slightly. The evolution of terrorism course may be too narrow, and a more explicit focus on leadership and management could be engrained in the courses in the program. Additional electives with diverse disciplinary perspectives could also enhance the program.

STUDENT OUTCOMES

The ECEM program has undergone revision since its inception in 2003. For instance, it was initially headed by a general and now is directed by a distinguished scholar and professor. The program undergoes a periodic review and curriculum has been updated with FEMA independent study courses and recommendations from the Certified Emergency Manager program. Students are now expected to complete significant amounts of reading and evaluate the lessons from important case studies and after action reports. Moreover, student writing expectations have increased and students improve communication skills through presentations to their classmates. The program has also focused more on terrorism, which is a trend that is picking up momentum in other master’s degrees around the nation. In our discussion with the students (and recent program alumni), they were thrilled with the program, reserved high praise for the faculty, and thought it was an outstanding and very positive experience.

STUDENT COMPLETION

Over 225 students have completed the ECEM degree program since 2003. Students mentioned that they sometimes have a difficult time balancing work, school and personal/family demands. However, the degree requirements were revised (moving from an 18 month program to a 2 year program to increase flexibility for the students). Students generally asserted that they are able to complete the degree program with their cohort. They agreed that their advisor was helpful and was able to generally respond to inquiries in short order. However, some recommended that there be an earlier preview of their final project in the first year of the program so they can start thinking earlier about what they will accomplish and determine how to meet their goals.

QUALITY AND ADEQUACY OF RESOURCES

The resources up to this point have been adequate, although somewhat tight. The school, college and university may need to recognize that the ratio of 1 full-time faculty member to 45 students is a burden. It is a challenge for one faculty member to admit students, teach, coordinate adjunct professors, and resolve student questions about education or careers. In addition, this ratio will be a barrier to growth in the future.

COMMENDATIONS

UNLV has much to be proud of with respect to the ECEM program. A few will be mentioned briefly here:

- The ECEM has support of school, college and university administrators.
- The program is headed by a capable and dedicated leader.
- Tuition includes books and hotel fees.
- Travel requirements for students are not excessive and can be planned in advance.
The hybrid teaching model captures the strength of both traditional education and flexible online programs. It allows face to face contact, but permits learning with an adaptable schedule.

Course sizes are manageable for the instructors and beneficial for students.

The degree provides a nice balance between theoretical and applied perspectives.

The degree program undergoes periodic review and revision.

The professors are knowledgeable and experienced.

Courses include field trips (e.g., to fusion centers) and guest speakers.

The students are bright and share their own work experiences (e.g., police, fire, EMS, military, public health and medical, etc.) with their peers.

Students develop close ties and participate in networking opportunities around the nation.

RECOMMENDATIONS

The website does not sufficiently market the program.

A handbook can be created to guide students through the educational process.

The orientation during the first session should provide a solid overview of the program, including the final capstone project.

The program director may wish to review curriculum in the program (e.g., combine community preparedness and planning courses; expand the evolution of terrorism course to include a homeland security perspective; add a course on technological hazards and cyber-terrorism).

Periods between face to face meetings can be filled with gotomeeting sessions.

Reiterate the importance of adjuncts getting back to students as soon as possible when they have questions or inquiries.

Train adjuncts on how to use Blackboard effectively and in a similar manner to the courses taught by other professors.

Hire at least one more faculty member in the near future.

FINAL STATEMENTS

The external program review suggests that the ECEM program is a unique gem at UNLV, across the nation, and around the world. The hybrid program captures the strengths of traditional and online learning, and the curriculum balances theoretical knowledge and practical skills. The program is headed by a capable director and qualified adjuncts deliver solid courses to passionate and bright students.

If the program is able to hire another full-time professor, increase marketing through a more thorough website, and continue to make revisions to curriculum, it is anticipated that the program will be in an even better position to corner the executive program niche and graduate coveted students who are able to advance leadership and management careers and make a difference in the organizations and communities they serve.

NEXT STEPS

Please send this completed report to Vice Provost for Academic Affairs Carl Reiber at: carl.reiber@unlv.edu.
Expect your check to be mailed within 3 days of UNLV receiving the report.
If you have not received your check within 2 weeks of submitting your report, contact Kristene Fisher at kristene.fisher@unlv.edu, 702-895-5182.
Thank you for your assistance with this program review!