Emergency Management & Homeland Security

Public Safety Training:

- BAS EMHS PUR 2021-2022 Self Study

SI Section Templates: 1.A. Program or Unit Description, 1. B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2. B. Transferability (AA and AS transfer degrees only), 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Catalog's Program Information, 2.D. Course Offering Review, 2.E. Accessibility and Cost of Instructional Materials, 3.A. Curriculum Mapping, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. Evidence of General Education Learning Outcomes Assessment (if applicable), 3.D. Five-year Course Assessment Cycle, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 4.D. Program Faculty Representation, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6.A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

Date: 09-07-2022

Sorted by: Section

1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Bachelor of Applied Science in Emergency Management and Homeland Security (BAS-EMHS) resides in the Public Safety Division. The program became a program in fall of 2016 and was developed to meet a growing need for students in and out of state to have access to an undergraduate program in emergency management, as there was only a graduate program available in Nevada. The program provides students with a well-rounded foundation in the history, politics, defense and preparedness aspects of terrorism. It will also provide students with the management principles of planning, mitigation, response and recovery from natural and man made disasters in emergency management roles. Graduates of the program will be

able to conduct planning analysis, write, and implement emergency plans for public and private entities while addressing the issues of homeland security within the emergency management role. Emergency management and homeland security is one of the fastest growing disciplines in the United States today with excellent employment prospects for graduates in both the public and the private sector.

This program was the first Bachelor of Applied Science (BAS) for TMCC followed closely by the BAS in Logistics Management. The BAS-EMHS was created as an online delivery only program, so that students from outside of the Truckee Meadows could complete the program. In addition, many of our prospective students work full time; so an asynchronous, online program make it possible for students to achieve success. Currently the program has students in five states and one in Indonesia. There are no full time faculty in the program but there are 13 part-time faculty members.

This program has a unique and very beneficial relationship between program staff and faculty in that they have all worked together in the the Nevada emergency management community for many years previous to the inception of this program. This allows for streamline and efficient communication that may not be found in other programs.

There are currently 65 students accepted into the program and the Fall 2021 course enrollment is 143.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

Unit mission: The Bachelor of Applied Science in Emergency Management and Homeland Security (BAS-EMHS) provides students with a well-rounded foundation in the history, politics, defense and preparedness aspects of terrorism to either enhance their current employment prospects or prepare them for a career in the Emergency Management discipline.

TMCC Mission: Create a future you will love with accessible, innovative educational opportunities at TMCC.

The EMHS program provides online delivery (assessible) to students. Instructors are either currently working in the field or recently retired with many years of direct and relevant experience in the Emergency Management field. Our instructors are versed in current technology (innovative)and provide the most up to date knowledge to our students.

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
Public Safety Training
Emergency Management and Homeland Security, BAS
PSLO1: Identify the underlying principles and roles of Emergency Management and Homeland Security within the public organizations and private sector business. (Active from Fall 2010)
PSLO2: Apply the concepts of the professional skills and Competency in Emergency Management and Homeland Security planning, mitigation, response and recovery. (Active from Fall 2010)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- **Which findings and recommendations have the program/unit addressed?**
- **Which have yet to be accomplished? Which are no longer relevant, and why?**
- **Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?**

No previous PUR for EMHS to compare for finding and recommendations. Progress in previous findings and recommendations will be reported during the next PUR.

2.B. Transferability (AA and AS transfer degrees only)

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- **Which bachelor's degree(s), especially within the Nevada System of Higher Education, does the program's AA or AS degree(s) align?**
- **Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Please reference the appropriate transfer agreement in the receiving institution’s catalog and explain.**

Not applicable

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

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Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.
Nevada Department of Employment Training and Rehabilitation (DETR) (https://detr.nv.gov/)
Economic Development Authority of Western Nevada (EDAWN) (http://edawn.org/)
U.S. Bureau of Labor Statistics (http://www.bls.gov/)

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that program curriculum meets the latest industry trends or workforce needs?**

The EMHS degree is a Bachelor of Applied Science. Emergency Management and Homeland Security is a unique field, rather than a traditional occupation therefore if can be difficult to

find employment information within Northern Nevada. A review of the DETR and EDAWN site did not yield results.

The Bureau of Labor Statistics (BLS) provides a job outlook for an Emergency Management Director that states this:

Employment of emergency management directors is projected to grow 6 percent from 2020 to 2030, about as fast as the average for all occupations.
About 1,000 openings for emergency management directors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

An emergency management director is a unique and specialized position often found only in State, County and City government positions. However, there many organizations who employ students with an EMHS degree. They include, schools, fire, EMS, law enforcement, military, technology, Department of Homeland Security, Transportation Security Administration, and many others. Therefore we believe the demand is greater than the BLS job outlook listed above. The TMCC EMHS program was created specifically to meet the emergency management needs of the community and we believe the curriculum is carefully designed to meet these needs.

2.C. Catalog's Program Information

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- **Is the program information in the catalog, including program descriptions, PLOs, course descriptions, and course offerings, accurate?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?**

Click on the blue folder in the upper right hand corner of Section 2C to view EMHS catalog's page document.

Program information is accurate. Program information is reviewed bi-monthly and is updated at that time or as updates are needed.

The program’s suggested course sequence does allow for the completion of the BAS in EMHS in 2 years (4 semesters). However the majority of the students in the program are between 30 and 45 years old and are working full time, so generally those students are only taking 2 courses per semester, so completion of their degree will take more than 2 years.

2.D. Course Offering Review

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The courses listed in the accompanying table have not been offered or had enrollments for 4 or more years. Please review these courses for potential deactivation or restructuring to make offerings more viable, and indicated these plans by completing the table.

Click on the blue folder in the upper right hand corner of Section 2D to view EMHS course offerings document.

No previous data available. The majority of the EMHS courses have only been offered for four years and this is a new program, but there should be information to review.

EMHS 315 was eliminated after Spring 2019 and some course content was merged into EMHS 311. This change was made to address what one of the instructors and the program coordinator felt was too much redundancy between the two courses.

2.E. Accessibility and Cost of Instructional Materials

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- **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the "Creating Accessible Content" workshop.**
- **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

All EMHS faculty include the following statement in their course syllabi:
ADA Statement
Students who feel they may need an accommodation based on the impact of a disability are encouraged to meet privately with their instructors to discuss their specific needs and must contact the Disability Resource Center http://www.tmcc.edu/disability-resource-center/ (Links to an external site.) (DRC) in RDMT 114 (or call 775-673-7277) to establish documentation of a disability and to coordinate reasonable accommodations.
ADA Accessibility for Online Courses
Faculty is responsive to requests from the Disability Resource Center and always makes the requested student accommodations.

One of the goals for 2022 will be to review and make assessible content for all classes. It can difficult to get part-time faculty to take non-stipend training, so the EMHS program plans to pursue other options to meet this need. Specifically a meeting has been scheduled to with Thomas Kerns, Brandy Scarnati to look at options to edit EMHS courses to make them ADA accessible. This may include a shortened training or providing an Additional Assignment for someone to bring all EMHS courses into compliance.

EMHS faculty try to offer affordable instructional materials to student with the following options: 1) utilize less expensive textbooks when available 2) use the same textbooks for two or more courses 3) use open-source material as much as possible

3.A. Curriculum Mapping

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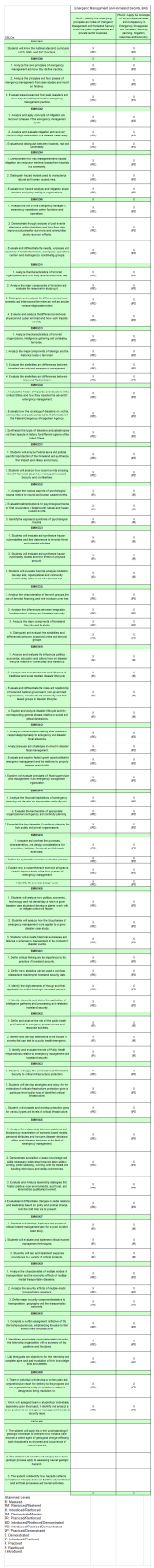
Paste a screenshot or copy of your map here.



CSLOs	Emergency Management and Homeland Security, BAS PSLO1: Identify the underlying principles and roles of Emergency Management and Homeland Security operations in the public, private and non-profit sectors.	PSLO2: Apply the concepts, principles, theories, and competencies of the Emergency Management Cycle to prevention, planning, mitigation, response, and recovery
EMG100		
1. Students will know the national standard concepts in EOI, NIMS, and ICS models.	X (PE)	X (PP)
EMG105	X	X
1. Analyze the core principles of emergency management and how they define practice	X (ME)	X (PP)
2. Analyze the principles and four phases of emergency management and how they underlie and impact our findings	X (ME)	X (PP)
3. Evaluate lessons learned from past disasters and how they have shaped modern emergency management practices	X (RE)	X (PP)
EMG107		
1. Analyze the components of mitigation and recovery in relation to the emergency management cycle	X (ME)	X (PP)
2. Analyze and evaluate mitigation and recovery efforts through examination of a disaster case study	X (ME)	X (PP)
3. Evaluate and distinguish between hazards, risk and vulnerability	X (ME)	X (PP)
EMG109		
1. Demonstrate how risk management and hazard mitigation can reduce or eliminate losses from hazards and disasters	X (RE)	X (PP)
2. Distinguish hazard mitigation goals, considerations and strategies for a community	X (RE)	X (PP)
3. Evaluate how hazard analysis and mitigation shape decision and policy making in organizations	X (RE)	X (PP)
EMG120	X	X
1. Analyze the role of the Emergency Manager in emergency management functions and operations	X (RE)	X (PP)
2. Demonstrate through analysis of past events, stakeholder relationships and how they help improve outcomes in disaster response and recovery during recovery efforts	X (RE)	X (PP)
3. Evaluate and differentiate the needs, activities and responsibilities of emergency managers in the context of natural and man-made disasters, including pandemics	X (ME)	X (PP)
EMG121		
1. Analyze the characteristics of terrorist organizations and how they influence homeland security	X (ME)	X (PP)
2. Analyze the major components of terrorism and methods for response to an attack	X (ME)	X (PP)
3. Distinguish and evaluate the differences between domestic and international terrorism, and between religious terrorism	X (ME)	X (PP)
4. Evaluate and analyze the differences between psychological cases, terrorism and from each disaster	X (ME)	X (PP)
EMG122		
1. Analyze the characteristics of terrorist organizations, and current and underlying terrorism	X (ME)	X (PP)
2. Analyze the major components of ideology and the particular nature of terrorism	X (ME)	X (PP)
3. Evaluate the similarities and differences between homeland security and emergency management	X (RE)	X (PP)
4. Evaluate the similarities and differences between terrorism and disasters	X (RE)	X (PP)
EMG124		
1. Analyze the history of hazards and disasters in the United States and how it has impacted the advancement of emergency management	X (ME)	X (PP)
2. Analyze how the psychology of disasters on victims, communities and public policy led to the formation of the Federal Emergency Management Agency	X (ME)	X (PP)
3. Synthesize the types of disasters and catastrophes and their impacts in history, for different regions of the United States	X (RE)	X (PP)
EMG125		
1. Students will analyze human error and policies and procedures that have led to disasters, including their impact and effects and losses.	X (ME)	X (PP)
2. Students will analyze how recent events including 9/11/01 terrorist attacks have reshaped homeland security and civil liberties	X (ME)	X (PP)
EMG126		
1. Analyze the various aspects of psychological issues related to various post-major catastrophes	X (RE)	X (PP)
2. Evaluate treatment options for psychological trauma for the impacts of disasters, and how and should it be treated in time.	X (RE)	X (PP)
3. Identify the signs and symptoms of psychological trauma	X (RE)	X (PP)
EMG127		
1. Students will evaluate and synthesize hazard vulnerabilities and their relevance to terrorist threat and potential activities	X (R)	X (R)
2. Students will evaluate and synthesize infrastructure vulnerability, liability and their effect on physical security	X (R)	X (R)
3. Students will evaluate hazards analysis, mitigation, security risk, implementation and continuity of operations and how they are applied to terrorist threats and activities	X (R)	X (R)
EMG128		
1. Analyze the characteristics of terrorist groups, the use of chemical, financing and their evolution over time	X (RE)	X (PP)
2. Analyze the differences between lone wolf/grassroots, border actors, planning and homeland insecurity	X (RE)	X (PP)
3. Analyze the major components of homeland security and its goals	X (RE)	X (PP)
4. Distinguish and evaluate the similarities and differences between domestic terrorism and terrorist groups	X (RE)	X (PP)
EMG129		
1. Analyze and evaluate the influences political, economics, education and culture have on disaster response related to vulnerability and resilience	X (R)	X (R)
2. Analyze and evaluate the role and influence of traditional and private media in disaster lifecycle	X (R)	X (R)
3. Evaluate and differentiate the roles and relationship of the each national government, non-governmental organizations, and private sector in the post- natural disaster process in disaster lifecycle	X (R)	X (R)
4. Explore and analyze a disaster lifecycle and the components and how it relates to its social and ethical dimensions	X (R)	X (R)
EMG132		
1. Analyze critical decision making skills needed to respond appropriately to emergency and disaster situations	X (RE)	X (PP)
2. Analyze finance and intelligence functions in disaster flood management	X (RE)	X (PP)
3. Evaluate and explore federal grant opportunities for emergency management and the methods in properly manage grant funds	X (RE)	X (PP)
4. Explore and evaluate principles of flood supervision and strategies in emergency management organization	X (RE)	X (PP)
EMG151		
1. Analyze the financial implications of contingency planning and develop an appropriate continuity plan	X (RE)	X (PP)
2. Evaluate the key functions of appropriate organizational contingency and continuity planning	X (RE)	X (PP)
3. Formulate the key elements of continuity planning for both public and private organizations	X (RE)	X (PP)
EMG155		
1. Compare and contrast the purposes, characteristics, and differences between exercises, workshops, tabletop, functional and full-scale exercises.	X (RE)	X (PP)
2. Define the six-element exercise evaluation process	X (RE)	X (PP)
3. Explain how a comprehensive exercise program is used to demonstrate the fulfillment of the four missions of EM	X (RE)	X (PP)
4. Identify the exercise design cycle	X (RE)	X (PP)
EMG162		
1. Students will analyze how politics, economics, education and culture influence disaster response, disaster case study and develop a plan to work with an alleged criminal act hazard.	X (RE)	X (PP)
2. Students will analyze how the four phases of emergency management is/are applied to a given disaster case study	X (RE)	X (PP)
3. Students will evaluate methods and processes and factors of mitigation, response, or the outcome of disaster events.	X (RE)	X (PP)
EMG164		
1. Define critical thinking and its importance to the practice of homeland security	X (RE)	X (PP)
2. Define key variables can be used to use/have measure and implement homeland security risk	X (RE)	X (PP)
3. Identify the eight elements of thought and their application to critical thinking in homeland security	X (RE)	X (PP)
4. Identify, describe and define the application of intelligence gathering and processing and it relates to homeland security	X (RE)	X (PP)
EMG165		
1. Define and analyze the role of the public health professional in the disaster epidemiology and response activities	X (R)	X (R)
2. Identify and develop deliverables to the areas of events that can lead to a public health emergency	X (R)	X (R)
3. Identify and evaluate the role of Public Health Preparedness Act in emergency management and homeland security	X (R)	X (R)
EMG183		
1. Students will apply the comprehensive infrastructure hazards to infrastructure and how to prioritize	X (RE)	X (PP)
2. Students will develop strategies and policy for the protection of critical infrastructure and key resources and how to implement a plan for identified critical infrastructure.	X (RE)	X (PP)
3. Students will evaluate and formulate protection plans for various types and levels of critical infrastructure	X (RE)	X (PP)
EMG187		
1. Analyze the relationship between problems and dysfunctional assumptions of humans based mostly personal attributes, and how you disaster decisions, policies and procedures affect the practice of emergency management	X (RE)	X (PP)
2. Demonstrate acquisition of basic knowledge and skills necessary to do implement an basic skills in critical thinking and problem solving in the area of leading cybercrime and media environments	X (RE)	X (PP)
3. Evaluate and Analyze leadership strategies that foster creative work environments, build trust, and demonstrate quality improvement	X (RE)	X (PP)
4. Evaluate and differentiate changes in newly realized and emerging threats, and how they can change from a human-man made one to a hazard	X (RE)	X (PP)
EMG187		
1. Students will develop, implement and present a critical incident management plan for a given incident case study	X (R)	X (R)
2. Students will evaluate and implement critical incident management techniques	X (R)	X (R)
3. Students will plan and implement required procedures for a variety of critical incidents	X (R)	X (R)
EMG320		
1. Analyze the characteristics of multiple modes of transportation and how they are vulnerable to man-made transportation disasters.	X (RE)	X (PP)
2. Analyze the security efforts, of multiple modes transportation disasters	X (RE)	X (PP)
3. Define major security components related to transportation, geography and the transportation system	X (RE)	X (PP)
EMG376		
1. Complete a written assignment reflective of the internship experiences, emphasizing the roles of the student duties and objectives	X (RE)	X (PP)
2. Identify an appropriate organizational structure for the internship organization with a summary of the positions and functions	X (RE)	X (PP)
3. List inter goals and objectives for the internship and complete a written assignment of how to manage skills acquisitions	X (RE)	X (PP)
EMG490		
1. Select an individual with interships or a written plan and assignment that is reflective of the duties and roles that organizations while in the student in majors at the internship location	X (RE)	X (PP)
2. Work with assigned team of students or individually (depending upon the project), to identify and analyze a given problem in the area of emergency management and city issues.	X (RE)	X (PP)
GEOL100		
1. The student will apply the 4-D for understanding of geology procedures & compound to or hazards that is relevant to the area of emergency management and how particular aspects are connected and occurrences of natural hazards.		
2. The student will evaluate the use of analysis how deeper geologic process apply to assessing natural geologic events		
3. The student will identify how tectonic effects a location or vicinity, because it affects natural disaster and human activities		
	X	X

Attainment Levels
I Introduced
RAF Reinforced/Retained
IP Introduced/Significant
RP Reinforced/Significant
PD Practiced/Satisfactory
RPD Introduced/Reinforced/Demonstrated
PP Practiced/Reinforced/Demonstrated
DP Practiced/Demonstrated
D Demonstrated
RD Reinforced/Practiced
P Practiced
R Reinforced
I Introduced

Once your map is complete, please analyze the following:

- **PLOs: Do all PLOs still reflect what you want students to achieve once they complete the program? Are there any PLOs that need to be updated?**
- **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so students have a more seamless learning experience?**
- **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Other?**

Being a fairly new program, we believe the PLO's accurately reflect what we want students to achieve as they work through the program. The Advisory Committee that was formed to develop this program conducted a thorough review of similar programs around the country to develop what we felt was the best, well rounded program that appropriately addressed the needs for students either currently in and those preparing for career in the EMHS field. The Advisory committee was made up of professionals working in the emergency management realm, current tenured TMCC faculty and representatives from EM faculty from other colleges offering an emergency management program.

The EMHS program staff and faculty will continue to review, on a yearly basis, the PLOs to address the analysis requested in this (3.A. Curriculum Mapping) section of the PUR.

3.B. Evidence of Program Learning Outcomes Assessment

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Now that you have reviewed your curriculum map, summarize the most significant *program* assessment results since your last PUR. These will come from any data we have available in eLumen as well as past assessment reports. Please discuss these findings as they relate to the program and program learning outcomes, not just individual courses.

The EMHS program created the EMHS Course Assessment Cycle schedule to identify and track program courses assessments over a 5-year period. This assessment cycle identified when the each course was first taught, when the assessment was due, and when the assessment was completed. The strategy is to evaluate/assess 4 courses per semester. As of Spring 2022 only 14 of 24 courses have been completely assessed. There are several factors for not completing assessments for all courses during the five year assessment schedule. They include: elimination of a course, significant changes to course content, necessitating a new assessment date, courses not being taught due to low enrollment and lastly, instructors not meeting the timeline for assessments. However, in lieu of formal assessments; the program director and program coordinator, through communication with students, faculty/faculty meetings and Advisory Committee meetings necessary changes were identified for EMHS courses/curriculum. Formal and informal program/course assessments have resulted in several changes to EMHS courses since the program's inception in 2016. The most significant program assessment resulted in the following changes to courses/curriculum.

1) Changing EMHS 422 Public Health and Disasters from an elective to a required course
2) Eliminating EMHS 315 and incorporating some content into EMHS 311
3) Changing EMHS 321 from and elective to a required course and revising course content

Describe how plans were implemented to try and improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

Formal and informal assessments (as discussed in the first section of 3.B.) resulted in changes to try and improve students' achievement of program learning outcomes. These changes are identified below:

1) Changing EMHS 422 Public Health and Disasters from an elective to a required course
-the Program Director along with EMHS faculty decided that with increasing public health concerns, that a complete EMHS program should elevate the Public Health and Disasters course from an elective to a required course. This was implemented in Fall 2018.

2) Eliminating EMHS 315 and incorporating some content into EMHS 311
-Through an assessment of EMHS 311 International Terrorism and Cyber-terrorism and EMHS 315 Domestic Terrorism and Homeland Security along with consultation between the program coordinator and the course(s) instructors it was determined that there was too much overlap between the two courses. As a result, EMHS 315 was eliminated, non-redundant course material was incorporated into EMHS 311, and also resulted in the name change of EMHS 311 to International and Domestic Terrorism

3) Changing EMHS 321 from and elective to a required course and revising course content
-With the elimination of EMHS 315, and the recommendation of the program director that Ethics and Policy has an increasing impact on the emergency management and homeland security field; EMHS 321 Protecting the Homeland was moved from an elective to a required

course.
-with the resignation (from the program) of the original EMHS 321 instructor and the addition of a new instructor the course name and content was revised to EMHS 321 Homeland Security Policy, Ethics and Civil Liberties to better reflect the current environment.

4) Through informal surveys and communication with EMHS students, the program coordinator identified the need for more focus in the EMHS curriculum for Homeland Security related education. The program coordinator shared this information with program faculty to request that they provide emphasis on Homeland Security in their courses where feasible. In addition, the program coordinator requested that Chris Stack, instructor for EMHS 313, 323, 325, 423 and 429 place more emphasis on Homeland Security in his courses. Mr. Stack, who is a Department of Homeland Security (TSA) employee has the most homeland security knowledge and experience and it was felt that he was the instructor who could bring more focus to this area.

3.C. Evidence of General Education Learning Outcomes Assessment (if applicable)

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Describe which general education learning outcomes (GELOs) you assessed in your program or department, and summarize the most significant assessment results.

There are no general education courses in the EMHS curriculum.

Describe how plans were implemented to try and improve students' achievement of GE learning outcomes. What changes did you make to general education within the program based on assessment results and improvement plans? Do any CLOs need to be changed to meet GE assessment requirements?

Not applicable

3.D. Five-year Course Assessment Cycle

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https://docs.google.com/spreadsheets/d/1Ya3viUdurWkCZ6cfK_HGJnuGYmI9vW7JXST7GP_BHdw/edit?usp=sharing

The link above links to the 2019-2027 Life Sciences, Allied Health and Public Safety 5-year Assessment Cycle. Find the EMHS tab and make your corrections, and dates in Red text so we can review the changes.

Course assessments were previously completed using CAR forms. Moving forward, assessments will be completed in eLumen. There has also been a lull in course assessments due to competing activities as well as the need for part-time faculty to take initiative to complete them according to schedule.

This question has not been answered yet

4.A. FTE and Section Count

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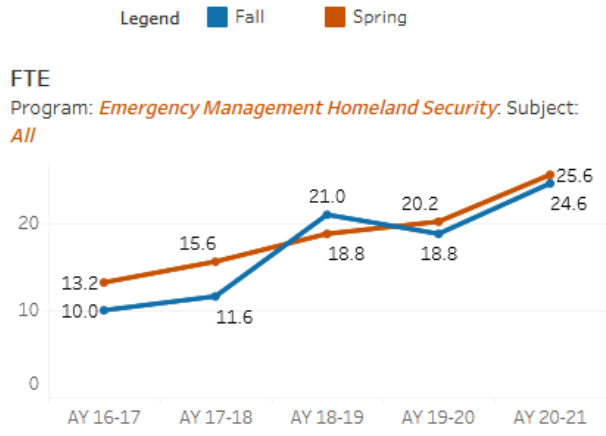
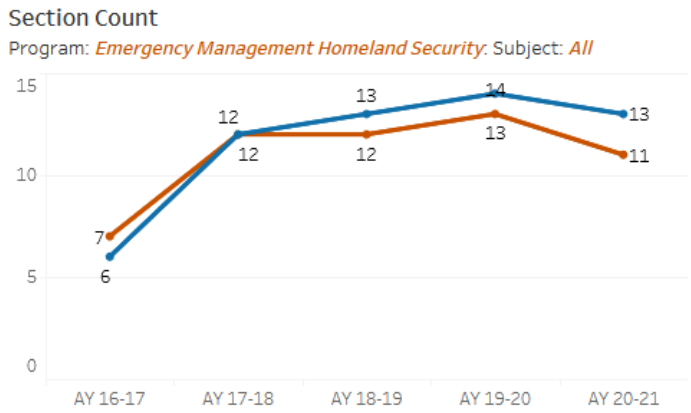


5 Year Change in FTE

	Fall	Spring
EMHS	146%	94%

	Fall	Spring
Business and Social Sciences Div	2%	-3%
Liberal Arts Div	-16%	-26%
Life Sciences, Allied Health & Public Safe..	-3%	-5%
Math & Physical Sciences Div	-3%	-13%
Technical Sciences Div	-6%	4%
TMCC	-6%	-11%



5 Year Change in Section Count

	Fall	Spring
EMHS	146%	94%

	Fall	Spring
Business and Social Sciences Div	2%	-3%
Liberal Arts Div	-16%	-26%
Life Sciences, Allied Health & Public Safe..	-3%	-5%
Math & Physical Sciences Div	-3%	-13%
Technical Sciences Div	-6%	4%
TMCC	-6%	-11%

Please analyze and discuss the trends you see in FTE and section counts, including how they compare to those of the division and College. Discuss what these trends suggest about the strength of program enrollment.

Please analyze the default settings first. Then, use the drop-down menus to examine more disaggregated data sets. If you describe any trends in these more specific data, please include a screenshot of the data to accompany your discussion.

The EMHS program started in 2016 with 10 students. Since inception, the program has realized consistent growth in headcount and full-time equivalency. To date, 84 students have declared as BAS-EMHS degree majors. The steady growth in the program occurs through potential students learning about the program through marketing efforts as well as "word of mouth" from current students and EMHS faculty. As an example, EMHS enrollment increased 16% from Fall 2020 to Fall 2021.

Up until the AY 17-18 year, EMHS courses were not balanced evenly between Fall and Spring offerings. After that year, EMHS courses were rebalanced to have closer to an equal amount of courses being offered in the Fall and Spring. This rebalance resulted in 2 fewer courses being taught in Fall as opposed to Spring, so this explains why the generally linear line for Fall courses is slightly below Spring courses.
However, the reason for the decrease in Spring enrollment in AY 18-19 is not immediately clear. There are more EMHS courses offered in Spring than Fall, so seems that the data for Spring and Fall is inversed. The Program Coordinator has notified IR of this and they will be looking at the data to confirm it is correct. The other possibility is that the Program had more courses offered that semester; possibly an additional course taught out of sync to accommodate Logistics Management students who are required to take an EMHS Transportation Security course.

A very positive trend for the EMHS program is the steadily increasing student FTE which continued steadily during COVID, when college FTE's decreased about 16%, although it is unknown whether that 16% percent decrease can be attributed to COVID, it is the likely cause.

It is believed that with the EMHS program being completely online delivery, it allowed students to remain engaged with school with no major disruption to their school work.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about effective and student-scheduled scheduling.

Fill rates for EMHS courses that remain below 100% are primarily as a result of the program being only five years old. The program is somewhat unique to other TMCC student demographics, specifically that the average age of the student is older, they often have children and are working full time. This translates to most students taking no more than two courses per semester, so they are not completing the program in four semesters as they might if they were taking a full load each semester. Now to address some trends within specific courses:
EMHS 321 experienced a significant increase from Fall to Spring. This was a result of the course being moved from an elective to a required course.
EMHS 414 the decrease from Fall to Spring is an unknown anomaly
EMHS 490 enrollment fluctuates depending on when a student is in their last semester of the program

A new emphasis/initiative has been instituted within the EMS, Fire Technology and Certificate programs to inform students that their AA, AS or Certificate should not be considered their final step, and that they should continue their education. The logical step for them to continue their education would be the Bachelor of Applied Science in EMHS. This initiative has already resulted in an increase in the number of students coming into the EMHS program from EMS, Fire Technology and Certificate programs.

5 Yr Avg Course Level Fill Rate

Program: *Emergency Management Homeland Security*; Subject: *All*

	Fall	Spring
EMHS 200	68%	76%
EMHS 300	67%	
EMHS 302	63%	
EMHS 304		65%
EMHS 306	43%	
EMHS 311	51%	42%
EMHS 313	41%	
EMHS 315		59%
EMHS 320		35%
EMHS 321	8%	48%
EMHS 322		38%
EMHS 323		64%
EMHS 325		41%
EMHS 410		42%
EMHS 412		36%
EMHS 414	24%	13%
EMHS 416	25%	
EMHS 420		21%
EMHS 421	17%	43%
EMHS 422	29%	13%
EMHS 423	28%	
EMHS 425	28%	
EMHS 427	12%	33%
EMHS 429	39%	34%
EMHS 470		10%
EMHS 490	25%	15%

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Division & College Wide

Business and Social Sciences Div	5.36
Liberal Arts Div	9.48
Life Sciences, Allied Health & Public Safety Div	8.35
Math & Physical Sciences Div	22.31
Technical Sciences Div	3.44
TMCC	8.56

Course Level

Program: *Emergency Management Homeland Security*; Subject:

EMHS200	2.500
EMHS300	1.000
EMHS302	2.000
EMHS304	1.500

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age in your program/unit, including how they compare to the demographics of the College. Please note any potential underserved student populations and discuss ideas for closing this potential inequity.

The EMHS program has a non-traditional community college student base, with the typical EMHS student being between 30 and 50 years old (65 percent between 25 and 49), quite often having their own families with children, and are working full time. What this means, is that they are often taking no more than two courses per semester, essentially extending their time in the program by one to two additional years, beyond the two year timeframe for students carrying a full load.

The EMS/Paramedic program at TMCC, which is a good "feeder" program for the EMHS degree

program has focused on hiring more female instructors, which in return has increased the numbers of female students in their program which in turn should increase the number of female students in the EMHS program.

Student Ethnicity
The ethnic makeup for the EMHS program is:

68.8% Caucasian
15.6% Hispanic
6.3% Black
3.1% American Indian
3.1% Two or more races

Compared to the ethnicity of the total TMCC student population the EMHS program looks like this:

17% more Caucasian
15% less Hispanic
3.5% more Black
2.1 % more American Indian
1.6% less two or more races

In summary, the number of Hispanic students in the EMHS program ls nearly half that of the total TMCC student population. While this is anecdotal, the program coordinator has encountered several Hispanic students while participating in open enrollment or career day events on the Dandini campus. These students keyed in on the Homeland Security portion of the program without mentioning the Emergency Management portion, then asked if ICE (Immigration and Customs Enforcement) is part of Homeland Security. Their response was to say, "um, no thank you or thanks anyway." Not to imply that these students are undocumented, but if so, it is understandable why they would not be interested in the EMHS program. The TMCC overall population has a broader range of diversity. Currently the EMHS program has no Asian or Hawaiian/Pacific Islander students in the program.

Student Gender
The gender makeup for students in the EMHS program generally runs:

20% female
70% male

This ratio has stayed very consistent from 2016 to 2020.

Program Majors by Ethnicity

Term: *Fall* Program: *Emergency Management Homeland Security*

Program: 3.1% – 92.3%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
American Indian			3.7%		3.1%
Black				7.7%	6.3%
Hispanic			11.1%	19.2%	15.6%
Caucasian	90.0%	92.3%	77.8%	65.4%	68.8%
Two or more races	10.0%	7.7%	7.4%	3.8%	3.1%
Unknown				3.8%	3.1%

TMCC by Ethnicity

Term: *Fall*

TMCC: 0.0% – 57.3%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International	0.4%	0.4%	0.4%	0.3%	0.4%
American Indian	1.3%	1.3%	1.3%	1.0%	1.0%
Asian	5.9%	6.0%	5.9%	5.8%	6.5%
Black	2.4%	2.5%	2.6%	2.8%	2.8%
Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.1%	0.1%
Hispanic	27.1%	28.8%	29.9%	32.3%	31.1%
Caucasian	57.3%	55.7%	54.1%	51.7%	51.5%
Two or more races	3.9%	3.5%	3.7%	4.2%	4.7%
Unknown	1.5%	1.7%	1.9%	1.7%	1.9%

Program Majors by Gender

Term: *Fall* Program: *Emergency Management Homeland Security*

Program: 3.7% – 80.0%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Female	20.0%	30.8%	29.6%	38.5%	21.9%
Male	80.0%	69.2%	66.7%	61.5%	78.1%
Unreported			3.7%		

TMCC by Gender

Term: *Fall*

TMCC: 0.0% – 56.9%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Female	53.7%	53.7%	53.3%	54.3%	56.9%
Male	46.3%	46.2%	46.3%	45.7%	43.1%
Unreported	0.0%	0.0%	0.4%		

Program Majors by Credit Load

Term: *Fall* Program: *Emergency Management Homeland Security*

Program
37.0% 63.0%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full-Time	50.0%	61.5%	37.0%	42.3%	43.8%
Part-Time	50.0%	38.5%	63.0%	57.7%	56.3%

TMCC by Credit Load

Term: *Fall*

TMCC
27.6% 72.4%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full-Time	27.7%	27.7%	27.6%	28.2%	29.3%
Part-Time	72.3%	72.3%	72.4%	71.8%	70.7%

Program Majors by Student Status

Term: *Fall* Program: *Emergency Management Homeland Security*

Program
3.1% 92.3%

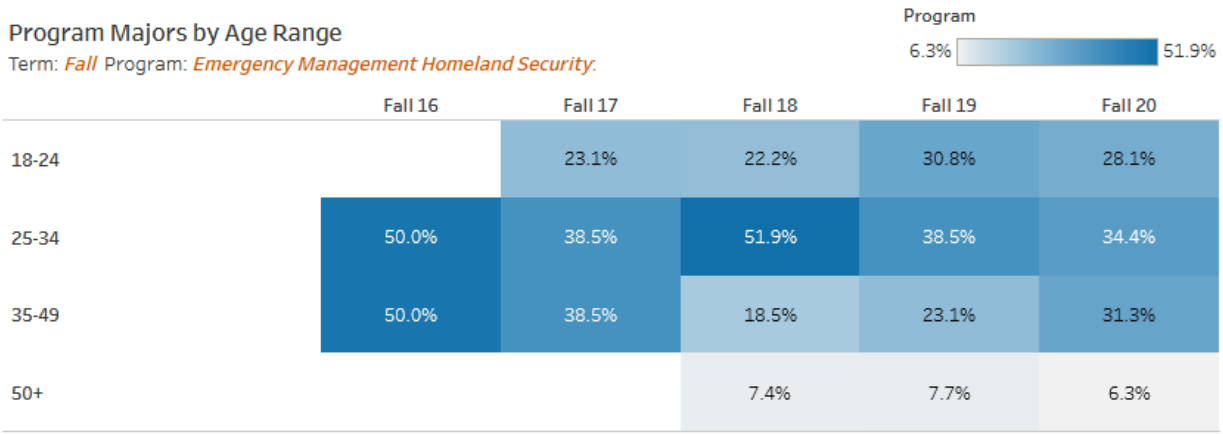
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
New					3.1%
Continuing	70.0%	92.3%	85.2%	84.6%	90.6%
New Transfer	30.0%	7.7%	14.8%	15.4%	6.3%

TMCC by Student Status

Term: *Fall*

TMCC
1.8% 70.3%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
New	13.9%	14.0%	15.2%	14.6%	13.5%
Continuing	70.3%	69.8%	65.5%	62.1%	60.9%
New Transfer	10.3%	9.9%	11.0%	8.7%	7.8%
New High School	3.6%	3.8%	5.7%	11.1%	12.4%
Continuing HS	1.8%	2.5%	2.6%	3.5%	5.4%



4.D. Program Faculty Representation

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

To the best of your knowledge, how do the program's student demographics compare to the ethnicity and gender composition of full-time faculty and part-time instructors in your program? To the best of your knowledge, does the program's teaching staff look like its student population? If not, discuss ideas to change this or better identify with the program's student population.

The gender makeup of the EMHS faculty is 20% female and 80% male so that ratio is very close to that of our student population. With respect to the ethnicity, all EMHS faculty are Caucasian vs the student ethnicity represented in 4C, of which are ~ 68 % Caucasian. In the first year of the program, 2016, 90% of the program's students were Caucasian, but the program has continued to become more diverse with a ratio of ~68% Caucasian, 15%

Hispanic, 6% Black and 3% American Indian, so there is clearly a trend of the student base becoming more diverse. While the current ethnicity of the EMHS faculty does not closely match that of student ethnicity, with 100% of the faculty being Caucasian, we believe we have the right faculty teaching in the EMHS program based on their experience and knowledge base. With that said, it is believed that our faculty could likely benefit participating in diversity training. The Program Coordinator will collect information about how many of the EMHS faculty have taken diversity training either at TMCC or through another employer. If faculty have not taken diversity training, they will be notified of upcoming diversity training and encouraged to participate in this training.

5.A. Course Completion Rates

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.

Completion results are a bit higher than the average completion rate of the typical TMCC student. The EMHS program is somewhat unique to other TMCC student demographics, specifically that the average age of the student is older, they often have children and are working full time. This translates to most students taking no more than two courses per semester, so they are not completing the program in four semesters as they might if they were taking a full load each semester. However this translates into a strong completion rate of 90%, thus exceeding the completion rate of the TMCC overall student completion rage. Along with this, the pass rate is high and consistent all ethnic backgrounds and there are no apparent gaps.

Avg Completion & Successful Completion Rates by Subject

Program: *Emergency Management Homeland Security* Subject: *EMHS*

Subject		AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
EMHS	Completion Rate	80%	93%	81%	90%	90%	87%
	Successful Completion	72%	86%	73%	86%	85%	81%

5 Yr Avg Completion & Successful Completion Rates by Division

Division: 55% – 86%

	Business & Social Sciences Div	Liberal Arts Div	Life Sciences, Allied Health & Public Safety Div	Math & Physical Sciences Div	Technical Sciences Div	TMCC
Completion Rate	80%	78%	86%	70%	82%	79%
Successful Completion	71%	70%	76%	55%	75%	69%

5.B. Graduation and Transfer

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years. Next, disaggregate the data by student demographics, and discuss any potential equity gaps and ideas for closing these gaps. To whom were they awarded in relation to this disaggregated data? How does this compare to the overall student population in the program? Do graduates resemble the broader student population? If not, what are we doing to change that?

The small number of graduates from the program is representative of two factors: 1) the program being just five years old 2) the typical EMHS student is between 30 and 50 years old, quite often have families with children, and are working full time. What this means, is that they are often taking no more than two courses per semester, essentially extending their time in the program by one to two additional years, beyond the two year timeframe for students carrying a full load.

Based on the student's stated reason for applying for the program as well as continued conversations with the EMHS program coordinator throughout their time in the program, they are interested in obtaining their BAS either to advance in current position through promotional opportunities, or obtain additional credentials for work after they retire from their current job. The overwhelming number of students in this program fit this description and that is evidenced by the zero, for number of students transferring. Regardless, the TMCC EMHS program has entered into an articulation agreement with the University of Alaska-Fairbanks so that our EMHS students may enter their graduate program with 6 credit hours waived and in-state tuition.

There appears to be equity of student performance and while the EMHS student makeup is slightly different than the overall TMCC student population, it does not appear to be statistically. The program would like to see a continuation of diversity in the program.

Anticipated program graduates for Spring 2022 is **six**.

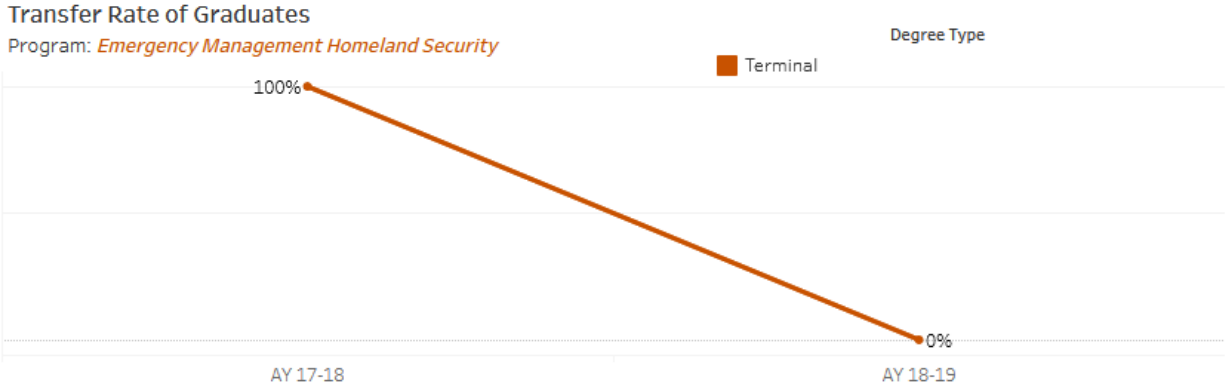
Awards
Program: *Emergency Management Homeland Security*

Program 1 5

		AY 17-18	AY 18-19	AY 19-20	Total Awards
Degrees	EMHS-BAS	1	2	5	8
Total Awards		1	2	5	8

Program Award Trend
Program: *Emergency Management Homeland Security*

Transfer Rate of Graduates
Program: *Emergency Management Homeland Security*



Transfer Schools
Program: *Emergency Management Homeland Security*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	1	100%
Non-NSHE	0	0%
Total Transfer Graduates	1	100%

6.A. Faculty Achievement

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

The faculty for this program are made up of professionals, many currently working in their chosen disciplines that provide expertise in the many areas of emergency management/homeland security and are keenly interested in sharing that knowledge in the next generation of emergency management personnel. They are working in the following disciplines or agencies: Wildland Fire, Fire/EMS, Public Health, Law Enforcement, Transportation Security Agency (airport security), FEMA, Department of Homeland Security, and the State Emergency Management Agency. Ninety-five percent of the program faculty were on the Advisory Committee to develop and implement the BAS in EMHS program.

EMHS Fall Schedule with Courses/Instructor Name
EMHS 200 Cleveland
EMHS 300 Munns
EMHS 302 Kenneston
EMHS 306 Fogerson
EMHS 313 Stack
EMHS 414 Schaller
EMHS 416 Aartz
EMHS 422 Robinson
EMHS 423 Stack
EMHS 425 Kenneston
EMHS 470 Whitesides
EMHS 490 Kenneston

EMHS Spring Schedule with Courses/Instructor Name
EMHS 200 Cleveland
EMHS 304 Munns
EMHS 311 Kenneston
EMHS 320 Kenneston
EMHS 321 Schaller
EMHS 322 Brady
EMHS 323 Stack
EMHS 325 Stack
EMHS 410 Schaller
EMHS 412 Smith
EMHS 420 Fogerson
EMHS 421 Martin
EMHS 427 Fogerson
EMHS 429 Stack
EMHS 470 Whitesides
EMHS 490 Kenneston

Instructor information:

William Munns MS Public Administration and Emergency Management, American Public University IAEM Certified Emergency Manager Retired Division Chief and former Emergency Manager, City of Reno TMCC Wildland Fire Program Coordinator and EMHS Advisory Committee Member Over 20 years of part-time teaching experience at TMCC Course Developer and Instructor for: EMHS 300 – Principles, Practices Philosophy & Doctrine of Emergency Management EMHS 304 – Hazard Risk Management: Vulnerability and Risk 39 years of academia and 5 years teaching for the EMHS program

Misty M. Robinson University of Nevada, Las Vegas | Doctor of Philosophy, Public Health | 8/2020 - present University of Nevada, Las Vegas | Certificate, Public Health | 2020 University of North Texas | Master of Arts, Political Science | 2007 University of North Texas | Bachelor of Arts, Political Science | 1996
Experienced Emergency Management professional with more than 15 years in public health emergency preparedness planning and response for the Las Vegas Urban Area. Responsible for the development of public health emergency response plans, exercising those plans, and managing projects related to expanding the local public health emergency response capability. Respond to public health emergencies at the incident command level and above. Continually build relationships and valued as a trusted partner with the emergency management community in Nevada and nationwide. 0.5 years teaching EMHS 422 at TMCC

Brandon M. Brady *Arizona State University* - Masters in Emergency Management and Homeland Security 2016 *Bellevue University* - Bachelors in Management 2014 *TMCC* AS in Fire Science Wildland 2010 and AS in Fire Science Technology 2008
Arizona State University - Masters in Emergency Management and Homeland Security 2016 *Bellevue University* - Bachelors in Management 2014 *TMCC* AS in Fire Science Wildland 2010 and AS in Fire Science Technology 2008
2006-present Tahoe Douglas Fire Protection District
Lake Tahoe, NV Firefighter/Paramedic, then Engineer, Captain, and now Battalion Chief
Five years as an instructor at TMCC teaching in the fire academy and paramedic program

Ericka A. Aartz MS Public Health and Social Justice Saint Louis University I BS Criminology University of Missouri 1996
Senior Exercise Planner for the Joint Staff/Joint Requirements Office for CBRN Defense
Five years as an instructor at TMCC

Jeff Whitesides B.S. Environmental Health, East Tennessee State University 1992, A.S. Health Physics/Radiation Protection Roane State Community College
NACCHO National Reviewer for Public Health Preparedness Accreditation
1986 TMCC EMHS Adjunct Faculty and Program Coordinator
5 years of instruction at TMCC

Christopher B. Smith Masters of Education (Administration), University of Nevada, Reno, 1996
Bachelor of Arts, History/Political Science, University of Nevada, Reno, 1993
Director-Senior Executive Service Individual Assistance Division, Office of Response and Recovery 05/2014 - Present
Federal Emergency Management Agency, Washington D.C.
12 years academia

Aaron R. Kenneston, CEM I D. M. Organizational Leadership, University of Phoenix

September 2012 M.S. Strategic Studies, United States Army War College July 2002 M.A. Humanities, California State University- Dominguez Hills May 1995 B.S. Business Administration, Thomas Edison State College, NJ September 1991 I Scholar, Practitioner, Leader- Emergency Management and Homeland Security, Organizational Leadership & Management in local, state, and federal government. Business Strategy, Government, and Military Background
College instructor: 14 years, 6 of those at TMCC

Kevin Schaller, Emergency Management/Resilience Consultant I Doctoral Candidate, Pepperdine Graziadio Business School, *American Public University Master of Arts, Emergency and Disaster Management, with Honors, 2011, San Jose State University Bachelor of Science, Business Administration, 1986, Nevada State Police Officer Academy* POST Basic Police Officer Academy 15/16, Jan-May 2006
Professional education teacher 10 years, 5 years at TMCC

Dave Fogerson, Chief Nevada Division of Emergency Management I Masters of Public Administration – American Public University, Bachelor of Science – Fire Science with Administration Emphasis – Cogswell College, California, Associate of Science – Fire Science – Truckee Meadows Community College, Nevada
Fire Technology Certificate – Antelope Valley Community College, California
Years in Academia 27, 23 years teaching at TMCC

Bruce Martin, Fire Chief, California Fire Department (ret) Assistant Professor, College of San Mateo 1985 to present I Masters of Arts – Security Studies (Homeland Defense and Security), March 2010
United States Naval Postgraduate School | Thesis: Collaboration in the San Francisco Bay Area Metropolitan Medical Response
Bachelor of Arts – Business Administration, December 1992 | Notre Dame De Namur University, Associate of Arts – Fire Science, June 1985 | Indian Valley College
Academia 40 years, 5 years at TMCC

Darryl Cleveland Fire Chief-Lyon County, NV and TMCC Public Safety Director (ret)
Master of Arts, University of Reno 2016
Years in Academia 15, 10 years of instruction at TMCC

Christopher Stack Assistant Federal Security Director, TSA Reno I Master of Business Administration, University of Phoenix, 2010 Bachelor's Degree University of Phoenix 2006
Years of Academia 8, 8 years at TMCC with 5 years in the EMHS program

6.B. FT/PT Faculty and Student Credit Hours Taught

Public Safety Training

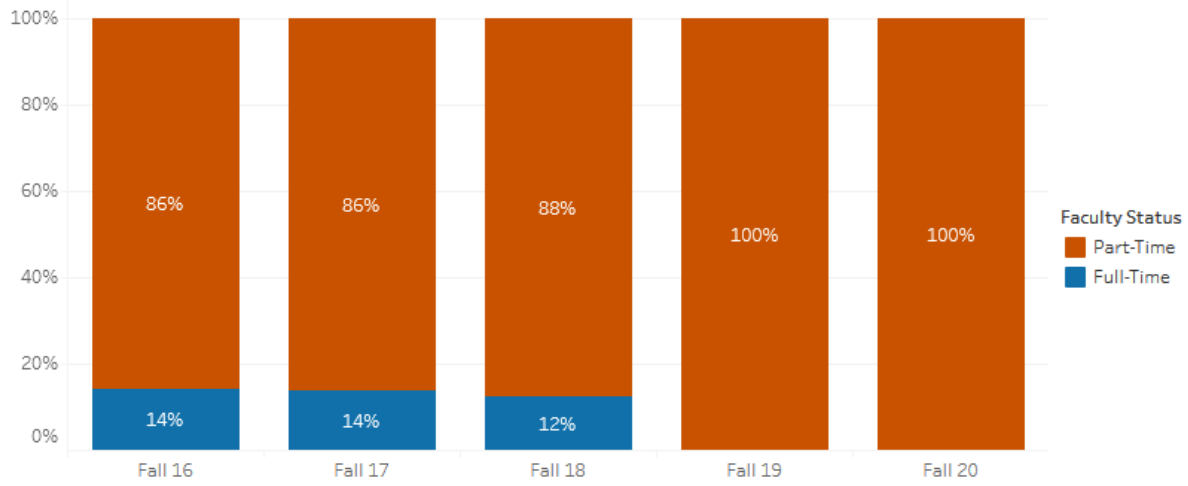
BAS EMHS PUR 2021-2022 Self Study

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

The EMHS program started with two tenured faculty members to help start the program and provide guidance to the part-time faculty who were largely new to teaching at TMCC. In Fall 2018 the tenured faculty requested to step down from their role in the EMHS program. The courses they were teaching were reassigned to existing part-time faculty. The program is now 100% supported by part-time faculty. We believe the current faculty bring much value to the program as it is an applied science program being taught by practicing emergency management professionals which brings has the advantage of providing our students with the practical knowledge needed most for their endeavors. **We believe the program has continued to thrive since it's inception in 2016 and much of that can be attributed to a cohesive group of faculty, committed to seeing the program succeed. However, the longer the program continues and the further out we get from the inception date of the program, the interest and commitment of faculty may wain. Also, it may be difficult to meet some of the requirements of the PUR with only part-time faculty. With part-time faculty, teaching 300/400 level courses but only being compensated at the same rate of faculty teaching 100/200 level courses, there is some discontent among our faculty. It can also be difficult to meet training requirements with no deliberate control of staff.**

Student Credit Hours

Program: *Emergency Management Homeland Security*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE

Program: *Emergency Management Homeland Security*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 16	1	0.2	5	1.0
Fall 17	2	0.4	8	2.0
Fall 18	1	0.2	9	2.4
Fall 19			9	2.8
Fall 20			9	2.6

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

6.C. Support Staff

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

The EMHS program has minimal, shared administrative support whose primary responsibility is the the EMS program. Currently the amount of administrative support is approximately .05

FTE, however there is administrative support funding for EMHS. This is not sustainable and funding should be identified to provide administrative support for the EMHS program.

While the administrative support is minimally adequate at this time, as student enrollment increases, the program will require additional administrative support.

This program could not survive without the strong support of WebCollege/Canvas staff. They are integral to an online program like this one.

Lastly, the program relies on FEMA through their listing of EM programs nationwide, their technical support and training materials which are used in several of our courses.

6.D. Facilities and Technology

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

The EMHS program has very few facility and technology needs, but they are sufficient to fully support the program. With the program being all online course delivery, it does not require the typical support needed to support programs that have require a classroom. The most critical technical resource to this program is the WebCollege staff and Canvas support.

7.A. Five Year Plan

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

No header- See next section

Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may also include deactivating existing or introducing new courses or programs to meet student and/or Industry demand.

With the EMHS program being relatively young, the development of the program being recent, we believe we are addressing the needs of the students as well as industry demand. Regardless, program staff and faculty have been very proactive in obtaining student feedback, noting industry trends and adjusting course material accordingly. EMHS faculty meets formally

at a minimum each semester to discuss program needs, student feedback both formal and informal. Outside of the formal faculty meetings there is ongoing dialogue between the program coordinator and EMHS faculty.

After considering the most significant enrollment findings, and any internal or external factors anticipated to impact future enrollment, discuss strategies, if needed, to improve enrollment or address these factors. These may include, more efficient scheduling, streamlining pathways to completion, outreach to underserved students, etc.

Program staff have recently focused on efforts to increase enrollment numbers, and have made a change that allows students to enter the program before they obtain an associates degree which had been the previous program acceptance policy. Students may enter the program early and have access to a limited number of courses before obtaining their Associates degree; then once achieved may take all EMHS courses. This change serves to get more students interested in the program who may not have considered EMHS and in many cases allows the student to get started a previous semester until having to wait from Spring to Fall to take their first class.

Marketing efforts for the program are essentially a grass roots effort. This includes staff attendance at TMCC career days and during open enrollment events, marketing staff support through social media releases, promotional material distributed to employer and professional organizations as well as staff participation in emergency management conferences. However, there are no funds beyond employment of the part-time program coordinator to support marketing efforts. The program will continue to focus on student needs and industry trends. Previous strategies for marketing will continue in an effort to help increase student enrollment.

Veterans Administration funding provide support to EMHS students, and EMHS program staff frequently work with TMCC VA support staff to ensure that students are eligible for federal funding. The program coordinator will explore additional opportunities by working with TRIO Student Support Services (SSS) Program.

Program staff is just starting research into the possibility of an emergency management certificate program for educators and working professionals that could benefit with a certificate as opposed to a BAS in EMHS. It is possible that underserved populations could be supported by a certificate program.

With respect to course pass rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc. Address any equity gaps. How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?

There is been some very recent discussion with emergency management partners for the need for a certificate program for EMHS. This would likely require students to take a minimum of core EMHS classes, but less than that required of students obtaining the BAS. This would allow working professionals whose primary job responsibility is not emergency management, but who may be required to play an emergency management role in day to day activities or during an event or emergency.

The program has recently updated the Advisory Committee membership to address attrition and to ensure the best representation. One EMHS program graduate and current EMHS student have been added to the added to the Committee to ensure we have student input.

The program recognizes the need to collect current student employment as well as exit data for graduating students to determine if the student was 1) employed in the EM field while completing their BAS in EMHS 2) if the degree provided them promotional opportunities with their current employer 3) if the student was not employed in the EMHS field while a student, were they able to find employment in their desired field. At this time there does not appear to be any real equity gaps, but more research is needed.

Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

Goals and planned accomplishments:

-Increase student enrollment: 12% per year for a total of 60% over the next five years

-Poll student through a survey instrument to determine barriers, program climate survey, information from students to determine how this degree is impacting their career (this is happening now on an informal basis through email communication as the student enters the program, but we propose to develop a formal survey that reaches all students) To be developed and implemented in 2022

-Outreach to underserved populations from an enrollment perspective- will research current outreach methods used by TMCC; look for opportunities to provide additional research to address deliberate recruitment of underserved 2022-2023

-Determine how many EMHS instructors have taken diversity training through their employer or TMCC and the date the last training was completed. Program Coordinator will work to get those instructors who have either not take training recently or at all to enroll in TMCC diversity training 2022-2023

-Gather current and exit student employment data-Begin process in Spring 2022

-Explore the possibility of a certificate program- Spring/Summer 2022. If feasible work towards implementation. There are many factors to consider so a date for implementing the certificate program cannot yet be determined.

-Increase enrollment, retention, graduation, retain diverse faculty with 16% increase in

enrollment Spring 2023

8.A. Resource Requests

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development and address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
- **Estimated time to hire or time the request will be made**
- **Projected measurable outcomes: What does the program hope to introduce, develop, improve, enhance, accomplish, etc. as a result of the request? Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
- **Alignment to the Academic Affairs and College's Strategic Plan**

Dependent on doubling the number of Fall 2022 EMHS students:

Fall 2023 Increase the program coordinator position from 0.25 FTE to 0.50 FTE
Fall 2025 Increase the program coordinator position from 0.50 FTE to 1.0 FTE
Fall 2025 Provide 1 FTE administrative support to program

Funding for professional conference for program coordinator $1,200 Spring 2023
Funding for marketing program $800 (for brochures and marketing materials) Spring 2022 to Fall 2023
Funding for emergency management conference sponsoring and marketing booth $1,000 Spring 2022

Academic Standards and Assessment Committee Findings and Recommendations

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Academic Standards and Assessment Committee's Findings:

This question has not been answered yet

Program Strengths:

- Course offerings are online and asynchronous, which accommodates enrolled students and helped mitigate COVID-related disruptions.
- The catalog information is up-to-date and program information is reviewed bi-monthly.
- There is awareness of a need for program faculty to complete accessibility training.
- Efforts are made to utilize low-cost yet appropriate materials.
- There is consistent program growth.
- Course completion and success rates are high.
- Plans for student outreach via the VA and TRIO are mentioned.
- Indirect CLO assessment is being conducted and used to improve the program.
- In the new program evaluations for years 1, 3, and 5 it has met or exceeded its FTE at each point and has been under budget at each point.

Areas of Concern or Improvement:

- PLOs are from 2010 yet BAS was formed in 2016.
- Clear equity gaps are presen-t in multiple areas (e.g., females, Hispanics).
- It is unclear where graduates are being employed and in what positions.
- Syllabus statements about ADA compliance and working with the DRC as needed are the bare minimum for ADA compliance.
- All CLOs are introduced, practiced, and reinforced and map to all PLOs. It is unclear if this is intentional or if PLOs are just too broad.
- It is unclear why GEOL 100 is required as it maps to no current PLOs.
- Direct assessment data of CLOs (e.g., from CAR reports) has been collected but is neither presented nor discussed from either a course or programmatic level.

Recommendations:

- The Committee recommends that the PLOs be reviewed and revised as needed to be current and more concrete.
- The Committee asks that section 3B of the PUR self-study be resubmitted by the end of the semester to include an analysis of PLO assessment from past

CARs, and its use to improve the program.
- We recommend clarifying employment needs and positions available for students at the regional levels given the online nature of the program.
- As suggested by the self-study, we recommend working with the DRC and WebCollege to improve accessibility of course materials.
- The Committee recommends continuing efforts to find OER/low-cost materials for all courses and sections.
- We recommend the Program reevaluate the CLO/PLO curriculum map, including PLOs, and/or consider scaffolding courses.
- As suggested in the self-study, we recommend that program faculty attend diversity training.
- We recommend including a concrete plan to reach out to the VA and/or TRIO to recruit new students in the program's 5-year plan.
- We recommend that the Program discuss and develop ideas to mitigate multiple equity gaps and include them in the Program's 5-year plan
- The Committee agrees that there is a need for a coordinator position, full-time faculty position, exploration of increased compensation for faculty teaching 300 and 400 level courses, and adding an operating budget to grow the program.

Other comments:

- There is question as to whether the emphasis on terrorism is reflective of the Program and its intent.
- With the small sample size of graduates, newness of program, and high number of part-time students it is difficult to assess successful program completion.

Dean's Findings and Recommendations

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

Academic Dean's Findings:

The EMHS BAS Program is a specialty online program that provides a pathway to a bachelor's degree for those with related Associates degrees, such as Fire Technology, Pre-hospital Emergency Medicine (EMS/Paramedic), or Criminal Justice. The fields of emergency management and homeland security are growing, and they include a wide range of career opportunities in business continuity planning, public health preparedness, natural disaster response, school safety, infrastructure protection, and the monitoring of domestic and international threats. Some students transition directly from their Associates, but many are working professionals who are returning to higher education to complete a bachelors for career advancement. The program is housed within the Public Safety Department and has an articulation agreement for students to continue on and complete an online Master's degree

with the University of Alaska-Fairbanks, with six credit hours waived and in-state tuition. The curriculum is strong, there is a competent and dedicated part-time faculty, and the program has the potential to recruit from across the country and the world. It is a very good program, and could become a top notch niche program, but it needs more dedicated support.

The EMHS BAS Program does so much with so few resources. This is only possible because of the professionalism and expertise of the part-time coordinator and the part-time faculty. However, this situation is not sustainable, and I fear the program will start to languish without more solid support and dedicated fiscal resources. We recently proposed to the NSHE Board of Regents for a Differential Fee of $15 per credit (for all EMHS 300 and 400 level courses) to support the costs of the part-time Coordinator, and this proposal was approved and will begin Fall 2022. This Differential Fee will help generate part of the compensation (about 50%) paid to the part-time coordinator to run the program. The part-time EMHS Coordinator oversees the curriculum, coordinates the advisory board, schedules classes, hires part-time instructors, deals with technical issues, onboards student applicants, mentors current students, follows up with program graduates, conducts course assessments and is responsible for program review. There is no operating budget for EMHS, it has only minimal administrative assistant support, and there are no full-time faculty. The full-time faculty referred to in the PUR as active during the development of the program were from other TMCC disciplines (Paul Davis and Fred Lokken, from Political Science). There has never been any full-time or portion of a full-time faculty position at TMCC dedicated to this bachelor's program. In comparison, the BAS in Logistics has a full-time faculty who serves as coordinator. The part-time EMHS Coordinator reports to the Director of Public Safety, who oversees CPR, EMS/Paramedic/Hybrid Paramedic/Pre-hospital Emergency Medicine, Fire Academy, Fire Technology, Wildland Fire, EMS Continuing Education, and EMHS. Public Safety courses generated 163 Student FTE in Fall 2021 and has 2 full-time faculty (3 starting Fall 2022). In comparison, Nursing generated 102.7 Student FTE in Fall 2021 and has 12 full-time faculty lines. The fact that EMHS has done so well for so long with so little is amazing, and that is definitely a strength, but it is not sustainable.

Strengths:

New NSHE programs are evaluated at 3-year and 5-year follow-ups to see how they performed compared to initial program projections. The EMHS BAS program has met or exceeded the NSHE enrollment benchmarks and has come in under the proposed budget since it was established in Fall 2016.

A major strength of the EMHS BAS program is the team of professionals who are the part-time instructors and advisory board members of this program. They show amazing commitment to the program, and their qualifications are impressive and represent a range of professional experiences and organizational entities including local and state emergency management and public health departments, as well as federal agencies such as the Federal Office of Response and Recovery in Washington D.C. The EMHS Program Coordinator, part-time faculty member Jeff Whitesides, is a tremendous asset to the program and the college.

In addition, the online modality of the program is a great asset. Being completely online allows students from beyond our region to access this specialty program, and it allowed for uninterrupted operations during the recent pandemic. The EMHS program collaborates very well with other TMCC departments, including Web College, and is thankful for their technical support.

The EMHS program is strongly committed to high academic standards and the process of assessment and continual improvement. During this current Program Review process the EMHS Coordinator presented to the Advisory Board on program data, and the group engaged

in a robust discussion. Part-time faculty expressed concerns about a small percentage of students (mostly younger students) not coming in with the level of writing ability needed to be successful. The EMHS Coordinator invited Professor Ana Douglass to attend a faculty meeting, and she shared ideas for a writing prompt as part of the application process that could help identify students needing remediation, and strategies to remediate students who need it.

EMHS students complete and complete with a C or better at higher rates than TMCC overall (87% vs 79% completion and 81% vs 69% with C or better). As mentioned in the PUR, EMHS students tend to be older and many are working professionals. Similar to the TMCC general student population most EMHS students are part-time students because of other life responsibilities, including having families. I suspect EMHS students may be higher average socio-economic level than the general TMCC student population and are further along in higher education, both of which may contribute to higher completion.

Areas for Improvement:

In general I believe the EMHS curriculum and program are very strong, and there is commitment to revising and updating as evidenced by EMHS 315 being eliminated after Spring 2019 and being merged into EMHS 311 due to identified content overlap. Other possible revisions to make include 1) updating CSLO 4 for EMHS 313, to include radical expressions of faiths other than Islam and 2) updating CSLO 2 of EMHS 321 to note that 9/11 is no longer a recent event.

Student demographic data are based on relatively few years, but EMHS is a predominantly white and male student body and faculty. This matches the current industry, and the program has worked to add female representation to the advisory board and part-time faculty. I commend these efforts and agree with the recommendation to incorporate diversity training into faculty preparation and make online content accessible to students with disabilities. I also support the adoption of strategies to diversify the pool of interested students and continued efforts to recruit and retain diverse part-time faculty.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

Making demographic comparisons with feeder Associates degree programs such as EMS, Fire, and CRJ, might identify existing recruitment gaps that could be addressed by targeted communication to and recruitment from those TMCC programs. Diversification at the bachelor's level may require strategic recruitment earlier in the educational pipeline, such as outreach to incoming freshmen to promote the feeder Associates programs. Conversations with staff who work with Hispanic students, such as through the Summer Bridge or the Men of Color programs, could help shape this outreach to address the concerns of immigration and documentation as it pertains to these career fields.

I commend the existing collaboration with the TMCC BAS in Logistic Management, including the accommodation of Logistics Management students in the EMHS Transportation Security course, and support further cooperation and data comparisons among TMCC bachelor's programs in addition to comparisons with the general TMCC student population.

Recommendations and Implementation Timeline:

My specific recommendations for over the next two years are:
1) Add a full-time faculty member to the Public Safety Department who is dedicated to or at least 50% EMHS (e.g., 50% Fire Technology and 50% EMHS, Fire Technology does not have any full-time faculty either).
2) Add at least a 1/3rd state-supported administrative assistant position dedicated to the Public Safety Department to assist with EMHS.
3) Expand EMHS recruitment to Veterans, to students in TMCC feeder Associates programs, and to pre-freshmen/freshmen who may be interested in feeder Associates programs, with a focus on underrepresented populations in these disciplines.
4) Develop the mentioned certificate program for working professionals to upskill, but without the full commitment to the bachelors.
5) Increase the part-time compensation for teaching 300 and 400 level courses
6) Change course pre-requisites so not limited to declared majors, except for the capstone and internship course. For example, certain 300-level EMHS courses would require EMHS 200 and perhaps ENG 100/101 as pre or co-requisites, and certain 400-level EMHS courses would require specific 300-level EMHS courses and maybe ENG 102 as pre-requisites.

Resources Necessary for Implementation of Recommendations:

New or re-directed state funds are needed to support the new faculty and administrative assistant positions.
Adoption of new rules for part-time compensation would be needed to implement differential pay for upper division.
Some operating funds, for marketing, printing, recruitment, etc.

Impact of Recommendations on Division Planning:

I believe there is great potential for an explosion of growth in the EMHS BAS, which would positively contribute to the enrollment and completion success in the division. EMHS students have high completion rates and both lower and upper division courses are weighted student credit hours (1.5 x for lower division and 2 x for upper division).

Impact of Recommendations on Program/Unit Faculty:

Adding additional faculty and administrative assistance to Public Safety would greatly improve the workload and stress on the existing staff and existing faculty who take on additional assignments and significant overloads to keep these programs operational.

Vice President of Academic Affairs' Findings and Recommendations

Public Safety Training

BAS EMHS PUR 2021-2022 Self Study

VPAA's Findings and Conclusions: (Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

The ASA Committee lists no Findings in the Findings box, above. However, based on the other entries and those of the Dean, the VPAA agrees that the program has experienced strong growth since 2016, has potential for further growth, and delivers a curriculum that appeals to students who have careers. Some of the findings are upheld, including the need to assess more of the courses, bring further diversity into the instructor ranks, and refresh the curriculum in a few places. I also agree that the program should hire a dedicated FT faculty member, as the reliance on PT instructors has made it difficult to assess curriculum, update PLOs, and make curricular changes. As the program is chiefly online, the support of WebCollege is vital. At this time, the existing administrative support enables the program to function, but if enrollment rises, some dedicated support should be considered, budgets permitting. It is difficult to know if the introduction of a certificate would erode enrollments and limit those who complete the bachelor's degree.

Strengths:

The experience and expertise of the PT instructors is the program's greatest strength, and the recent hire of a Coordinator for Fall 2022 is a step in the right direction. Jeff Whitesides knows the program and is an ideal person to serve in this role.

Areas for Improvement:

The PT instructor ranks need further diversity, the PLOs need attention, the rest of the courses require assessment, and the focus on terrorism should be reassessed. A FT faculty member is needed to anchor the program, and if enrollment grows, some dedicated admin support will be needed.

Recommendations and Next Steps for the Program Based on the PUR: (Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

This program should be continued and it deserves further marketing support in key markets, particularly among working professionals. The Coordinator should update the PLOs, finish assessing the remaining courses, and study the curricular focus. A more recent threat, and one that is fare more reaching, is the impact of **climate change**. The current forecasts of the financial, economic, and human tolls that will continue to be brought by climate-drive disasters are very grave, and trained EMHS experts will be vital to managing, surviving, and rebuilding from these disasters, some of which have the potential to impact many thousands of people at a time. Our program could play a leading role in navigating this future if it can train and prepare future leaders to deal with these crises.
The program needs to reassess the 490, as capstones are a better fit for larger programs with bigger graduating cohorts.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

A FT faculty line, if one can be unfrozen and funded with continuing state dollars.
A portion of an admin's workload dedicated to EMHS, funds permitting.
Further marketing to working adult demographics, particularly in related fields.
Funds to support curricular redesign to emphasize climate-related disaster management.