2016

Program Review Feedback Report Emergency Management 2016

UNO Academic Planning Council
University of Nebraska at Omaha

Academic Program Review

A Guide to the Review Process

University of Nebraska at Omaha Program Review

Internal program reviews are conducted by the Academic Planning Council (APC) and are an integral part of UNO's assessment and planning processes for the unit, college, and University. The review process is designed to monitor the quality and assist in the ongoing development of UNO's academic programs and units.

Every academic program offered at UNO will be reviewed at least once within a seven-year cycle. The reviews are conducted routinely and are coordinated with the review reports prepared for the Coordinating Commission for Postsecondary Education (CCPE).

For programs with external accreditation the UNO review process may be coordinated to minimize a need for duplication. In some cases the APC review process has been used to prepare for an external accreditation review. If the external process and related self-study do not fully address the criteria required in the APC review, additional documentation will be supplied by the academic program/unit.

UNO's academic program review is comprehensive and focuses on departmental/school units and encompasses all of the programs, both graduate and undergraduate (i.e., majors, certificates, general education courses, centers/institutes, service, etc.), as well as their research, service, and outreach activities.

Program reviews are important because they provide an opportunity to:

- Improve effectiveness of a program by clarifying goals, assessing goal achievement, and evaluating future direction.

- Stimulate the review of policies, practices, procedures and records to enhance program success.

- Assess student and program outcomes that lead to data informed decisions regarding improvements in courses, curricula, and methodology or to support request for additional program resources.

- Help the University develop a better sense of a current program and make more informed decisions regarding strategic planning.

Program Review Procedure

The campus academic program review process is primarily comprised of <u>four parts</u>: a self-study, a site visit, a report prepared by an external reviewer, and a follow-up meeting.

Self-study prepared by the program.
The program self-study is due in the Office of Academic and Student Affairs in the fall term **at least one month prior** to the scheduled review team visit. Instructions for preparing the self-study may be found on this document.

Site visit conducted by a review team.
The site visit by the review team usually takes place over two days during the fall semester. Each review team has at least one external member. The external reviewer is selected by the Assistant Vice Chancellor for Academic and Student Affairs responsible for program review, in consultation with the program leadership. The external reviewer is a critical member of the review team who will be paid a stipend by the Office of Academic and Student Affairs (OASA). Other members of the review team are internal faculty volunteers who sit on the Academic Planning Council or who represent groups such as the graduate council, or a past review team as determined appropriate by OASA.

An internal faculty volunteer who sits on the APC is typically appointed as Chair of the review team. The review team Chair is responsible for coordinating the agenda with the program leadership, OASA and the external reviewer. Travel and accommodation arrangements are made by OASA. A sample schedule template may be found in the attachments below.

Report prepared by an external reviewer.
Following the 2-day site visit, the external reviewer shall prepare a summary report on behalf of the review team. The report is due 30 days following the site visit. Once the review team report has been submitted, a follow up meeting will be scheduled with representatives from OASA, the Dean, and the program Chair. In advance of this meeting, the program may or may not elect to prepare a written response to the review team report.

Follow-Up Meeting
The follow up meeting is typically attended by the Senior Vice-Chancellor for Academic and Student Affairs, the Dean of the College, the Assistant Vice-Chancellor responsible for program review, the program Chair, and selected members of the APC review team. The purpose of the meeting is to discuss the review, associated issues, and to determine what informed decisions and actions would appropriately follow.

Self-Study Guidelines

The self-study prepared by the program is a narrative document (typically 15-25 pages). It is comprised of five parts:

I. Review of program criteria (A-F)
II. Response to previous program review recommendations
III. Resource allocation plan
IV. Required attachments (A-E)
V. Optional attachments

The self-study should follow the prescribed format and should respond to each of the statements listed below, using both quantitative and qualitative indicators and referencing documentation as appropriate. Programs are encouraged to incorporate tables and/or graphs that illustrate accomplishments. The self-study (narrative and all supporting documents) should be containable in a 3-inch binder (three copies required) <u>and also</u> submitted electronically as a .pdf or MS Word document.

I. Review of Program Criteria

Please provide evidence that supports each of the following statements. These criteria are aligned with the Core Components in the Criteria for Accreditation set forth by the Higher Learning Commission. Please note the attached guidelines that require the Program Review Team use a performance rating of "Met", "Met with Concerns", or "Not Met" to assess these standards.

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)

2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)

3. The program contributes appropriately to the general education program of the University. (HLC 3.B.1)

4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)

5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at

additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in its dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)

6. Co-curricular programs or community engagement opportunities are offered that contribute to the educational experience of the program's students. (HLC 3.E.1)

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)

2. The program's instructors are evaluated regularly in accordance with established institutional policies and procedures. (HLC 3.C.3)

3. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)

4. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)

2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)

3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)

4. The program employs effective procedures to improve its own performance. (HLC 5.D)

5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)

F. Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)

2. The program employs its resources efficiently and strategically. (HLC 3.D)

3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)

II. Response to Previous Program Review Recommendations

Please attach a statement explaining how the program has responded to recommendations provided in the most recent prior program review.

III. Resource Allocation Plan

Please attach a summary statement explaining (A) how resources should be invested in the unit in the case of increased funding levels, and (B) what areas should be reduced/eliminated in the case of decreased funding levels.

IV. Required Attachments

A. Program Strategic Plan and Mission Statement
The attached strategic plan and mission should include or be prefaced by a statement explaining how the program's strategic plan and mission are related to the strategic plan and mission of the University. How does the program communicate its strategic plan and mission? (HLC 1A, IB, IC, ID)

B. Assessment Plan
An assessment plan must be included for each degree granted by the program and for any affiliated centers. For example, if the program grants the M.A., B.A., and B.S. degrees, then three assessment plans should be included or it should be noted that the same plan is included for multiple degrees. Assessment plans for any concentrations or certificates may be included but this is not required.

C. Assessment Report
An assessment report regarding student learning outcomes (SLO) must be included for each degree granted by the program and for any affiliated centers. New assessment data or documentation of student learning may be included if available; otherwise, programs may submit their most recent prior SLO report(s) along with feedback received from the UNO Assessment Committee. Assessment reports for all concentrations or certificates may be included but this is not required. (HLC 4.B and 3.A.1)

D. Academic Department Indicators
The Office of Institutional Effectiveness can assist in compiling this data.

E. Faculty Curriculum Vitae
Summary form is acceptable. (HLC 3.B.5 and 3.C.2)

V. Optional Attachments

These may include items such as unit annual reports, summaries of other external reviews such as accreditation reports, summaries of student evaluation results, and web pages or other informational or promotional materials.

Attachment I

PROGRAM REVIEW FEEDBACK GUIDE

I. A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)			
Comments: The program's curriculum is a "classic model" organized around phases and topics pertinent to the practice of emergency management (EM). The program has embraced a common practice of incorporating multiple phases into a single course, which often occurs at the outset of a program as faculty are being hired and the program is being launched. Ultimately, they will likely want to offer separate courses on the phases in order to provide depth and breadth suitable to the degree. That effort might take place in 3-5 years after sufficient time has passed to conduct program assessment and consult with advisory board members. As is common with a number of EM programs, additional courses come from other disciplines. The challenge, particularly from a student's perspective, is when the courses lack EM-specific content. Building more bridges to key concentrations for the exchange of relevant information may be beneficial to address this challenge. However, currently faculty and staff resources experience tim constraints in doing this vis-à-vis the rapid enrollment. Essentially, taking care of students could come at the expense of curriculum growth or revision.	Met XX	Met with concerns	Not met
2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)			
Comments: The program is in its early years, so such efforts remain in development. One noteworthy effort has been to involve students in local emergency planning efforts such as at a local homeless shelter. These types of efforts provide opportunities for students to apply their knowledge of emergency management while also offering a meaningful service to the community. The staff seem very interested in developing similar opportunities and particularly in placing students into internships. This applied approach is quite appropriate for the field of emergency management.	Met XX	Met with concerns	Not met

3. The program contributes appropriately to the general education program of the University. (HLC 3.B.1)			
Comments: A number of emergency management programs across the US have fought to participate in the general education program of their universities and have been rejected. The problem seems to lie in a misunderstanding of the field, with the assumption that its practical application lies outside more traditional scholarly pursuits. That UNO has allowed EM to become part of the general education curriculum suggests that the larger university accepts and encourages the practical basis of the program, which is similar to programs in social work and public administration. Accordingly, the program has been able to offer a general education course with good enrollment. This course will enable the faculty to attract high quality students, some of whom may have not previously considered the field as a career option. This is to be lauded.	Met XX	Met with concerns	Not met
4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)			
Comments: The program will offer a new course in socially vulnerable populations in the summer of 2016 for the first time. This is a notable accomplishment which appears due in part to the hiring of a new faculty. Other faculty appear dedicated to incorporating human and cultural diversity into their courses, which is to be encouraged. Without addressing the ways in which some cultures and populations are marginalized, emergency managers may fail to provide for their safety. Further, without encountering diversity in their courses, future emergency managers may find themselves unable to tap into the rich social capital provided through a diverse set of co-workers, community members, and other stakeholders. A particularly unique aspect of this program is the emphasis on tribal management. This is a distinctive effort to partner with area tribes and provide tribal emergency management content and workshops. Such an effort will enable UNO to emerge and stand out nationally as a program and institution dedicated to diversity and particularly to supporting historically under-served and marginalized populations. This effort should be praised, celebrated, and publicized widely.	Met XX	Met with concerns	Not met

The faculty also include several forms of diversity including disciplines, degrees, professional backgrounds, cultures, ages, and viewpoints, as well as military and civilian backgrounds. There are traditional academics and practitioners. This diverse blend of backgrounds is suitable and appropriate as most emergency management programs require a mix of those who know the body of knowledge for the discipline of emergency management, who conduct research in the discipline, and who practice/use the discipline. The student body also exhibits diversity. While the program began with a heavily white and male student base, the numbers of women and culturally diverse students have been growing rapidly. The projection for future, diversified growth is good, given the support of the faculty and staff to encourage students from all backgrounds to study emergency management. The student organization leadership includes a strong and capable female leader who will continue to draw others into the program and its student leadership.			

5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in its dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)			

Comments:	Met	Met with concerns	Not met
Given that the program is in its early years, the faculty are working very diligently – and often very long hours – to insure that the program's face-to-face and online courses provide a good, solid educational experience. One faculty member works with adjuncts to deliver online courses and appears to have been successful albeit overburdened. One of the potential concerns with online adjuncts is that many appear to have come exclusively from the practitioner community with varying degrees of instructional experience and academic background. Given that a combination of practitioner and traditional academics is considered ideal, the program may want to look at additional hiring diversity to include more academics or "pracademics".		XX	

Online delivery is very challenging, particularly with engaging students actively in course content. Providing professional development in online pedagogy to adjuncts may further enrich the online offerings. Retention of content is also a particular challenge with online courses, but the approach the faculty use to introduce and then supplement key content in subsequent courses is a solid approach. Several suggestions to be considered might include: (1) Hire a practitioner and academic to co-teach a course. (2) Hire a "pracademic" to teach a course (a number of such individuals are now available having graduated from doctoral programs like Oklahoma State University, Jacksonville State University, and North Dakota State University). (3) Hire a course coordinator with stipends provided to guest speakers on specific topics. (4) Provide/require continual training in the delivery of online courses, such as Quality Matters certification or a similar program. It does appear that UNO has a good support system in place to help online instructors. (5) Provide funding to online faculty and supervisors to keep up their skills in the delivery of such courses. (6) Insure that a consistent template is provided for navigation with a clear set of course objectives aligned with subsequent and appropriate measures.			
6. Co-curricular programs or community engagement opportunities are offered that contribute to the educational experience of the program's students. (HLC 3.E.1)			
Comments: There appear to be lots of opportunities for students to become engaged but lack of faculty time to do so, thus the concern is the burden being placed on existing faculty and staff to provide community engagement. What some programs do is to assign (with appropriate compensation) a faculty or staff member to design, organize, implement, oversee, and evaluate internships. Given the significant number of students moving through the program right now, the burden to provide community engagement (particularly with internships or practica) will become quickly unmanageable without additional resources. One alternative can include bringing in speakers from the community or from across the nation (possibly in concert with	Met	Met with concerns xx	Not met

other programs) which can include Skype calls. Faculty members do appear to try to do this when possible. Another alternative could be to ask the student organization to organize one-day group events for community engagement such as tackling a community mitigation project, distributing and explaining emergency preparedness information, or participating in public events (races, fairs, exhibits, expos).			

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments: This process is beginning with the hiring of a graduate assistant. The program initially hired faculty who were primarily practitioners (who have published) and recently brought on board a more research-oriented faculty member. It is anticipated that the extent of this effort will continue –and it seems that the students are eager for such opportunities. The concern remains, though, that additional activities placed on the faculty members only increase the already heavy burden they are shouldering.	Met XX	Met with concerns	Not met

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)			
Comments: The faculty seem strongly committed to their students and to being available via office hours, email, online means, and informally. Their dedication to the students is notable.	Met XX	Met with concerns	Not met

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)			
Comments: There is a very strong advisor assigned to the program, who demonstrated a high level of commitment and professionalism. She is energetic, well-informed, and dedicated to the students. She understands their interests and needs and demonstrates concern	Met XX	Met with concerns	Not met

for their professional development in light of academic and even personal concerns. She seems committed to helping them to nagivate academia and its challenges. The faculty and advisor appear to work very well together, which is certainly in the best interests of the students. Few programs in emergency management enjoy a stand-alone advisor so UNO again demonstrates a high level of commitment to the program's success.			

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments: The first few years of the program have been dedicated to its development which has been incredibly successful. During that time, one faculty member became tenured which demonstrates contributions to the scholarly work of the institution and program. Another is pursuing a doctorate. A third, newly hired, has a strong record of scholarship, grant-writing, and publishing. The faculty appear well-poised to generate meaningful and innovative scholarly works to their discipline. The concern remains, though that the burden of growing the program with such rapid enrollment can undermine those efforts. Administrators indicated solid support to protect those involved in producing scholarly materials, particularly those who are tenure-track. The chair indicated that faculty can receive full funding for two conferences per year and that more might be available. To paraphrase the chair, the program is in its infancy and it must be fed. The review team anticipates additional scholarly productivity especially given the dean's announcement that a new, full-time faculty line (the fourth in the program) has been approved.	Met XX	Met with concerns	Not met
2. The program's instructors are evaluated regularly in accordance with established institutional policies and procedures. (HLC 3.C.3)			
Comments: Regular evaluations are held based on the university's procedures and policies.	Met XX	Met with concerns	Not met

	Met	Met with concerns	Not met

3. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)			
Comments: As noted earlier, the chair has indicated that faculty members can attend multiple professional conferences annually. Faculty members may wish to attend a combination of conferences given their field. While the FEMA Higher Education annual conference is indeed critical, others are essential as well particularly more traditional research conferences. The annual Natural Hazards Workshop and its research add-on (in Colorado) represent one such option. The International Research Committee on Disasters meets every four years at the International Sociological Association, where the world's top disaster researchers gather. This would be a good opportunity for presenting scholarship, learning what's new in the research community, and networking to help the faculty member and the program. Programs in their early years likely require additional support (financially and verbally) to help hard-working faculty and staff realize their value and that they are appreciated. Thus, it would be beneficial for all direct line supervisors to have more regular meetings with the faculty to share such interactions.	Met XX	Met with concerns	Not met
4. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)			
Comments: The program has hired a solid cadre of faculty and staff with appropriate credentials. They are currently pursuing a fourth hire who will likely come from a practitioner background. The chair and dean have indicated a strong level of willingness to support the program financially and administratively.	Met XX	Met with concerns	Not met

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)			
Comments: The program adheres to established ethics for the discipline, college, and institution. The program may want to explore various sets of ethical principles to incorporate into their courses that are	Met XX	Met with concerns	Not met

EM-Specific. One example comes from the International Association of Emergency Managers.			

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)			
Comments: The program follows the standard university procedures regarding academic honesty and integrity including assessing for plagiarism. Some institutions find this to be a challenge with adjunct faculty who lack familiarity with institutional policies so additional training in this area may be beneficial if it is deemed a problem. To date, no such issue has been uncovered by the site visit team.	Met xx	Met with concerns	Not met

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)			
Comments: Public service is considered an essential core of the program at UNO and students are prepared in anticipation of such future roles. The internship and capstone include research components and ethical practice standards.	Met XX	Met with concerns	Not met

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)			
Comments: The team did not review syllabi which would have helped with this assessment but verbal communications with students and faculty indicated that they are accessing and using information resources effectively. Other institutions note problems with online EM courses in this area, particularly the over-use of Internet sources and a tendency toward plagiarism. It might be beneficial to discuss this potential concern with adjunct faculty.	Met XX	Met with concerns	Not met

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)			
Comments:	Met	Met with concerns	Not met

The program faculty are correct in waiting to pursue accreditation. At present, the publicly available accreditations for emergency management arise out of practitioners and academics pursuing this out of their own interests as consultants. A formal organization has not yet developed to support any specific accreditation although some efforts are now emerging. It is wise to be cautious and wait. Answers regarding accreditation at most EM programs include noting the broader college or university accreditation as the one that provides oversight and assessment. AQIP accreditation also should be noted on program materials.	XX		
2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)			
Comments: The only reason this is not yet met is because the program only has a few graduates. That will change in a few years so the program would be well-poised to develop assessment measures now including exit interviews/surveys, and firming up an alumni association. They do have a means to track graduates established. Doing so can be challenging, however. Social media can often help with this but it is sometimes an uphill battl to keep in touch with graduates.	Met	Met with concerns	Not met N/A
3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)			
Comments: Such data are now just becoming possible given the relatively new nature of the program. Such data should be pursued with the appropriate institutional research office as well as program-specific data gathering. The information should be reviewed at regular intervals for potential interventions and changes.	Met	Met with concerns	Not met N/A
4. The program employs effective procedures to improve its own performance. (HLC 5.D)			
Comments: This is a difficult area to provide insight on because of the program's early history. However, the faculty and staff appear to work well together and to enjoy supporting each other and their students. Part of their collegiality seems to include the ability to speak openly and freely with each other which can provide a strong	Met XX	Met with concerns	Not met

foundation within which improvements can be made. They are appropriately reflective and dedicated to being a strong program. They conduct and plan to increase their efforts to assess student learning outcomes and course success.			

5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)			
Comments: The program embraces diversity and multicultural intiatives. Of particular interest are the summer 2016 class in socially vulnerable populations and the emphasis on tribal management. The latter represents a unique and societally-valuable contribution of the program and its graduates. They can truly make a difference with this program, which seems well-grounded and supported by area tribes.	Met XX	Met with concerns	Not met

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)			
Comments: As noted earlier, the connections with area Native Americans through the tribal management initative shows community engagement. The effort to help a homeless shelter with emergency response planning is another example. They are also pursuing paid internships with the government, an effort that sounds rather promising.	Met XX	Met with concerns	Not met

F. Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)			
Comments: The faculty and staff are over-burdened with rapid enrollment. Classes exceed acceptable numbers. Faculty and staff are struggling to accommodate the demand and also grow the program appropriately and appear to be at their maximum possible commitment. A large group of new students is moving through at a	Met	Met with concerns XX	Not met

similar rate, which will impact the program significantly in the next few years. During the site visit, the Dean announced that an additional full-time faculty position was funded and was ranked second at the institution in terms of need. If UNO wants to continue to meet demand, including online enrollment from across the nation, they should act now to add two additional full-time faculty positions and/or one full-time with additional adjunct positions. An administrative assistant or, at a minimum, a student assistant would be helpful to answer phones, make appointments, and run errands. Staffing needs appear to also require someone to manage the internships, capstones, and practica students need for the field. Additional support to manage what could become a significant online presence and enrollment could also benefit and grow the program. The faculty are uncertain at present how they may be able to manage 90+ students interested in internships in the next two years. This is a staggering number of students.			
2. The program employs its resources efficiently and strategically. (HLC 3.D)			
Comments: The program has maximized its faculty and staff resources well beyond expectations and is at its maximum point. They have used the start up budget and leveraged resources well. It is time to establish a sufficient budget. Conversations about how budgeting works between the program, the chair, and the Dean would be advisable as there are differing understandings of the budget, how it works, and its limitations. There is particular confusion and concern about the online funding that is being pulled away per budget procedures outside of the college and university. Given that online teaching is more time consuming and more difficult to accomplish effectively, faculty and staff view teaching online as relatively disincentivized. The university may be losing an opportunity to grow a very popular program through online delivery. The revenue, FTE, and semester credit hours that could be generated could be significant.	Met xx	Met with concerns	Not met
3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)			

Comments:	Met	Met with concerns	Not met
The program's rapid enrollment requires additional resources to manage the burden on the faculty and staff and to insure quality of experience in all aspects of the student experience.			XX

II. Response to Previous Program Review Recommendations

Reflections on the program's response to its previous review recommendations:

This is the first review.

III. Resource Allocation Plan

Comments or suggestions about resource allocation in the program:

The program suggests that they feel separated from the budgetary and administrative management of the program although the department chair and college dean verbally expressed significant commitment and financial support. It would appear that several areas of program-specific resource allocation would benefit from a series of conversations. Those conversations would include marketing, budget allotment and decision-making (as well as institutional constraints on budgets), distance education funding, and administrative support.

The sense of frustration that is noticeable in the self-study is not unusual in programs housed administratively within a larger unit. Invariably, such programs feel buried or hidden in these larger units. The recent trend in emergency management has been movement toward departmentalization. While the UNO program is not yet at this stage, a timeline and benchmarks for hitting such a goal might be part of a strategic planning effort. This is particularly appropriate given the large numbers of students the program has immediately attracted. Contrasting UNO with other programs, the UNO program has grown far more rapidly and is poised to at least increase by 50% if not more in the next few years, especially with articulations and an increasing online presence. It is worth noting that several students came from other states to study at UNO. The appeal of the program is clear and with additional resources, could allow the program to emerge as one of the best in the nation. At present, the program could certainly be considered one of the top ten if not in the top five in terms of student enrollment and faculty credibility.

IV. A. Program Strategic Plan and Mission Statement

Comments or suggestions related to the program's mission and strategic plan:

A few comments regarding the strategic plan appear appropriate:

Overall, the program's strategic goals appear solid and appropriate. The first goal, to increase enrollment by 10% is also a concern – given that the present enrollment appears difficult to manage and has pressed the faculty and staff to their maximum. The development of articulation agreements will serve as one way to increase enrollment along with the general education offerings that attract newly interested majors and minors.

One goal on academic excellence emphasizes experiential learning which may prove rather challenging given current staffing arrangements. There is simply an insufficient amount of personnel to manage the number of students desiring (and needing) experiential learning.

The creation of an advisory board is a good thing, if the board is composed of both practitioners and academics. Many ES/EM boards feature primarily practitioners. Without individuals present to advocate for integrating and creating the body of knowledge that informs the discipline, programs can suffer and lose their external integrity.

While the faculty intend to work on their concentrations (particularly the tribal management focus), it may be also advisable to step back and determine student interest. There is something of a candy shop of exciting possibilities with the wide set of concentrations. Students expressed confusion over determining the right fit for them in an expedient manner. It may be wise to see which concentrations solicit the most interest and pursue these. It may also be wise to find ways to inform students of the content of the courses and concentrations through speakers, videos from those concentrations, or other means including involving the student organization.

B. Assessment Plan

Comments or suggestions concerning the program's most recent assessment plan:

Given that this is the third year of the program, the faculty have appropriately opted for course learning objective assessments. The plan starts with introducing a skill/knowledge, reinforcing it in another course, and then enabling students to show mastery in a final course. They also plan a rotational schedule to review core courses and will commence this in 2016-17. Pursuit of AQIP standards also demonstrates consistency with excellence in instruction. With students beginning to graduate, it would be appropriate to develop an instrument for employers to assess the program's graduates. A similar effort could be developed with internships and community engagement efforts. The latter could be as straightforward as a short survey handed to those involved in community engagement efforts as participants and as beneficiaries.

C. Assessment Report

Comments concerning the program's most recent report on Student Learning Outcomes assessment:

The faculty have appropriately created learning objectives for each course which students must master. The learning objectives appear to be appropriately worded for subsequent assessment for the majority of courses

Given that they are in the third year of the program, initial data should be able to provide initial insights into the success of the students and the courses. The process for doing so tasks faculty and the director for making needed changes in courses as a result of their course-based student learning outcomes assessment. The faculty may want to have graduates submit a portfolio of papers and have them reviewed anonymously by alternate faculty as a way to measure student learning outcomes.

D. Academic Department Indicators

Observations related to the academic department indicators, including majors and minors, SCH productivity, and trends over time:

This is a program on the move and on the rise. Enrollment numbers have skyrocketed, clearly marking this program as one of the most exciting majors/minors to arrive at UNO recently. The enrollment numbers have also arisen far faster than other EM programs, suggesting that it has the potential to emerge quickly as one of the largest and best programs nationally.

E. Faculty Curriculum Vitae

Observations related to the Curriculum Vitae of the faculty:

The program enjoys an interesting and well-qualified set of faculty. The director holds tenure in public administration which is not uncommon in emergency management programs (the challenge being where to locate such an interdisciplinary program administratively). He is also a graduate of UNO. The director led efforts to establish the degree including exhaustive and comprehensive efforts to not only create courses but multiple concentrations that draw upon many areas across the college and university. He has also led efforts to establish the Tribal Emergency Management focus, which could emerge as a distinguishing feature of the program, college, and university. He also holds an impressive background in relevant field operations including the U.S. military. His publications are appropriate and, while based primarily in aviation, is certainly relevant and show increasing ties to a broader set of disasters.

The program includes one tenure-track assistant professor with a Ph.D. in Fire and Emergency Management that is not from UNO and additional degrees in policy and engineering. This interdisciplinary background serves emergency management programs well and provides a solid basis for creating collaborative arrangements across multiple colleges and universities. She holds a number of relevant grants and publications which demonstrate potential for moving ahead professionally. Bringing in an individual from outside UNO is a solid move to diversify faculty experience, perspectives, and knowledge. Her research background, partnered with cutting-edge work in technologies, will serve as a useful complement to existing faculty.

A third full-time faculty member brings extensive practical experience into the program which will also serve the program well. He is currently pursuing a doctoral degree at UNO. He is integrally involved in working with adjuncts and providing appropriate levels of mentoring. His practical background in the fire services is coupled with extensive relevant experience in various emergency services, safety, security and exercise initiatives. As

battalion chief and acting assistant chief of a fire department, he also brings significant management and administrative experience that would benefit the students.

The faculty CV also included the advisor's credentials as she is also involved in teaching the introductory course. She has a history as an academic advisor and recruiter and holds a master's in community counseling as well as a bachelor's in psychology/family/consumer science. She appears very devoted to the students and demonstrates a skilled capacity to connect to others. If she is to continue teaching, it would be wise to provide her with additional opportunities to acquire substantive content in the field such as an online course, certifications, and/or conferences.

Adjunct faculty CV were not provided but appear to come primarily from nearby practitioner communities. While this is useful and provides good networks and connections for students, it would be wise to diversify the adjunct faculty further. A number of degree programs have graduated master's level and doctoral students with extensive online experience across multiple distance education delivery platforms. Many of these graduates have remained in or moved up into administrative positions in emergency services and emergency management. Their practical and scholarly background might prove useful to UNO as it fills adjunct faculty positions. As one example, Oklahoma State University's doctoral program has recently graduated a former firefighter who completed his studies online, the first female firefighter worldwide to complete a doctorate, and a deputy sheriff who serves on national-level terrorism committees. As UNO moves toward adding faculty, it might be helpful to "try out" such faculty in online positions as adjuncts.

V. Optional Attachments

Observations related to any optional attachments or additional topics not addressed above:

Attachment II - Sample Itinerary
Program Review, Nov 12-13, 201__

Team Chair: _____, (Dept.)
External reviewer: _____
GPC Rep: _____,
UNO Rep: _____,

SUNDAY, NOV 11

0X:00   Pick up of Prof. _____at airport

by_____ (Program Rep)

0X:00   Dinner with _____ (Program Rep)

MONDAY, NOV 12

08:00   Pick up of Prof. _____ at hotel by _____

(Team Chair)

08:15-09:00   APC Team meeting (Room #)

09:00-10:00   Meeting with _____ (Program Rep) and tour of ASH (

Room #)

10:00-11:00   Meeting with Dean _____

11:00-11:30   Other area faculty: _____, _____,

_____etc. (Room #)

11:30-12:00   Area faculty: (Room #)

12:00-01:00   APC Team Lunch (Room#)

01:00—02:00   Meeting with Graduate Dean – Deb Smith-Howell (EAB 203)

01:30-02:00   Area faculty: (Room #)

02:00-02:30   Area faculty: (Room #)

02:30-03:00   Graduate Program Committee: (Room#)

03:00-03:30   Meeting with undergraduate reps/majors(Room #)

03:30-04:00   Meeting with graduate rep, graduate students (Room #)

04:00-05:00   Class Visit (Room #)

05:00-06:00   Pick-up and tour of _____ (Program Rep)

06:00-07:00   APC Team dinner (MBSC – XXX Room)

07:00 -   Returned to hotel by _____.

TUESDAY, NOV 13

08:00   Pick up of Prof. _____ at hotel by _____ (team chair)

08:30-09:00   Meeting with staff: (Room#)

09:00-09:30   Meeting with area faculty: (Room #)

09:30-10:00   Undergraduate Program Committee: (Chair/Faculty), (Room#)

10:00-10:30   Reappointment-Promotion-Tenure Committee: (Chair/members), (Room#)

10:30-11:00   Resources Committee: (Chair),(Room#)

11:00-12:00   Meeting with Senior Vice Chancellor BJ Reed (EAB 202)

12:00-02:00   APC Team Lunch (Room#)

02:00-03:00   Exit meeting with Department (Chair) (Room#)