



## Emergency Management

### PROGRAM REVIEW REPORT 2014 - 2015

#### Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Cliff Hadsell PhD	Nash Flores Ed.D	Cheryl Hall
	Tracy Rickman M.P.A.	Lari Kirbi DE supervisor
	Brian Ellias, B.S.	Chuong Tran, staff
	John Demonaco, B.S. Mike Mumford, B.S. MPA	



## Emergency Mgmt

### I. Executive Summary

#### **Program Description:**

Emergency management and homeland courses prepare students for employment with emergency management agencies such as local cities and county governments in California, non-profit organizations such as the American Red Cross, and federal agencies such as the Department of Homeland Security (FEMA). Additionally, those currently working in the field can earn a recognized degree. Students may earn a certificate of achievement in Emergency Management and Homeland Security. Coursework satisfies general education requirements for an associate in science degree.

The program was the first in California approved by the Department of Homeland Security. Lecture courses began in spring 2011 and are offered in distance education format.

The advisory committee convenes each November with the campus wide industry advisory campus wide date. The committee is comprised of industry professionals including fire chiefs, paramedics, health care consultants, and federal law enforcement and private sector providers.

#### **Strengths/Effective Practices:**

1. Faculty all industry leaders in the field.
2. Federal government support of curriculum and written document assistance.

#### **Weaknesses/Lessons Learned:**

1. Many students take these classes as fillers or electives.

#### **Recommendations/Next Steps:**

1. Complete marketing brochure.
2. Continue to work closely with the California State University system to establish a AS transfer (AST) degree. The program Director Cliff Hadsell is currently on the CSU/JC task force for emergency management.



## Emergency Mgmt

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
EMER162 Principles of Emer Management	S07	0	1	0	0	Fall 2013
EMER163 Terrorism and Emer Management	S07	0	1	0	0	Fall 2013
EMER164 Managing Hazard Mat Inc	S07	0	0	0	1	Fall 2013
EMER166 Emer Planning and Methodology	S07	0	0	0	1	Fall 2013
EMER167 Practical Applications of Emergency Management	F07	0	1	0	0	Fall 2014
EMER 168 Emergency Operations Center Management	F07	0	1	0	0	Fall 2014

### III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Emergency Management and Homeland Security	AS	2008	0	0	1	
	C	2008	0	0	2	

**TYPE:** AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award  
AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

#### IV. Sections Offered

EMER is offered in sequence each Fall and Spring semester. Retention remains stable at around 90%. However, success is lacking, currently averaging a little over 50%. The EMER program is delivered 100% via distance education.

#### V. Student Demographics

Student retention is good in the EMER program. Studies from Citrus institutional research show 90% retention among students enrolled in the EMER program. This finding is consistent with the overall campus retention rate of 89-94%.

Overall student demographics are somewhat unevenly distributed but diverse with 60% hispanic 75% asian and 15% white students enrolled. Additionally gender statistics are divided evenly with 54% female and 51% male.

## **VI. Student Accomplishments**

Students have emailed staff with positive remarks regarding instructors and overall course delivery.

Many students appear to already be employed by federal agencies

## **VII. Student Learning Outcomes Assessment Reflection**

SLO assessment analysis within the EMER Program provided an opportunity to reflect on the SLOs created initially and to identify changes that were needed based on assessment results. For many, if not most assessments, students performed within acceptable ranges, requiring no changes to the SLOs. Despite the positive results of the assessments, we determined that there were SLOs that could be combined or merged in an effort to identify different means of assessment tools rather than assessing only final exams. We will continue to assess SLOs for classes we offer and utilize assessment results to determine changes needed.



## Emergency Mgmt

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
<b>Goal 1 EMP</b>	Develop marketing brochure	Fall 2014 HADSELL	C	6.1
<b>Goal 2 2010-11</b>	Establish articulation agreement with four year institutions.	Fall 2016 HADSELL	P	1.2 6.1

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Institutional Goal**
<b>Goal 1</b>	Survey students to determine why they are taking these classes. This may help in increasing student completions	Fall 2014	1.1 1.2,
<b>Goal 2</b>			
<b>Goal 3</b>			
<b>Goal 4</b>			

*\*For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*



## Emergency Mgmt

### IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Cliff Hadsell PhD	Retain program director	M	1

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Adjunct faculty	Retain approved adjunct faculty	M	1

#### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Attend Homeland Security conference for higher education in Washington DC	Maintain current subject matter expertise, networking with other college/university programs.	1000.00	M	1

#### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

#### Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

#### Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

#### Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Current DVD and various reference book purchases for purchases for library check out viewing as needed		1000.00	M	2



# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



## Emergency Mgmt

### X. Career Technical Education

1. TOP CODE: 2105.30

1. Advisory Committee meeting date(s): November 15, 2013

2. Advisory Committee recommendations

1.	Continue program as developed
2.	Develop marketing brochure
3.	
4.	
5.	

3. Are these Advisory Committee minutes on file with Academic Affairs?

YES X NO \_\_\_\_\_

4. Vocational Funds

Source	Purpose	Amount

## 5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Emergency Management Specialist*	13-1061*	12,260*		22%*
Statistics are from Bureau of Labor statistics, California EDD does not have this job title listed, further research needs to be completed.				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

### CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)
1. Technical Skill Attainment				
2. Credential, Certificate, or Degree				
3. Persistence or Transfer				
4. Placement				
5. Nontraditional Participation				
6. Nontraditional Completion				

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%

5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%