The Emergency Management Program Review was presented in the Fall of 2012. Our conversation was a learning experience in that we discovered much about Emergency Management (EM) and Homeland Security (HS) and the educational pathways and employment opportunities for EM graduates. We thank you for your efforts to serve the EM community by delivering high quality courses aimed at preparing future EM personnel.

This response is in four parts: 1) commendations, 2) work still to be completed, 3) suggestions and observations, and 4) administrative response to SAC recommendations.

Commendations

- Thank you for developing EM’s certificate and degree offerings. While you had state and national curriculum resources available, you largely developed the program from scratch and that is no small effort.
- Congratulations on receiving the Member Innovation Award from the Oregon Emergency Management Association (OEMA), which also resulted in PCC being recognized through OEMA's Partner Coordination Award.
- We appreciate the detailed information about how assessment would be carried out for each outcome in each course and hope that these focused and authentic assessments find their way into EM CCOGs.
- It is commendable that FEMA certifications (being critical elements for employment) are embedded in the AAS degree and we suggest that these be embedded in the Career Pathway Certificate of Completion (CPCC) to the extent possible.
- It is great that there is an active EM student club that is involved in Community Emergency Response Team (CERT) training in the area surrounding Cascade Campus and note that this might make for a unique Service Learning component in EM courses.

Work Still To Be Completed

- While the narrative regarding how College Core outcomes are addressed was strong, the Course-to-Core Outcomes mapping matrix has not yet been completed. Completion of this matrix should help the program identify the extent to which College Core Outcomes are addressed in the program. Please construct the matrix and submit it to Kendra Cawley and Scott McBeth, who will see to its posting.
- Assessment of College Core Outcomes in Section 2C was referred to Section 6B, which is fine for CTE programs. As mentioned above, though, the mapping matrix has not been completed and no information about assessment of College Core Outcomes is included in Section 6B. After
completing the matrix, please assess the College Core Outcomes and submit a report to Kendra Cawley and Scott McBeth, who will see to its posting.

• While the program is young (first in the catalog in 2007-08), it has been around long enough that assessment of student learning would be an appropriate and meaningful means for determining what changes need to be made. For the purpose of institutional assessment, the process of improvement should be driven by assessment of student learning.

Suggestions and Observations

• The CPCC consists, as it must, of courses included within the AAS degree. It is noted, however, that CPCC courses are taken from the first five terms of the AAS program, rather than consisting of just the first term or two or three of the program, which is a more common configuration of CPCCs. Might it be possible and appropriate to reconfigure the CPCC so that it is made up of the first two to three terms of the AAS degree?

• While much conversation at the presentation involved HS issues, the Portland Metro area is at great risk from natural hazards such as earthquakes, flooding, and ice and wind storms. The EM program might better serve the community through continuing education offerings related to natural hazards and linking to Bachelor-level programs that focus more on HS. We suggest that the focus on EM vs. HS be a topic of the next EM Advisory Committee meeting.

• The presentation included discussion of a vision for EM that would develop EM leaders who could liaise with community, state, and national concerns and possess the requisite academic background to engage in those discussions with credibility. While this vision would seem to lend itself to a post-baccalaureate education, elements of it could be addressed in the EM degree.

• As was discussed at the presentation, having program outcomes in interpersonal communication, cultural competency, diversity and other soft skills would benefit our EM graduates and it is hoped that these topics are covered in the program.

• Student comments during the presentation indicated concerns about PSU's direction in EM. While PSU has expressed intent to develop Bachelor and Master level programs in EM, those have yet to materialize. One fairly well defined articulation pathway at this point, especially for those interested in HS, is through Concordia and this pathway should be further explored.

• Consider internal articulation/partnership with other PCC programs such as Geography (and its GIS certificate), the sciences (e.g., biology, environmental science, geology, physics), along with external pathway articulation with non-EM/HS program such as urban planning and community development (at institutions like PSU).

• Participate in exploring a partnership between PCC and Concordia to co-develop a center for EM simulation in Columbia County since Concordia’s president is interested in investing in EM simulation systems and PCC has an interest in building a yet-to-be-defined learning center in Columbia County. This type of leveraged partnership could benefit both institutions.

• In considering whether or not to move from WR 227 to WR 122, consult with the folks in the Criminal Justice program, which made the reverse switch a couple of years ago because of student writing performance.
Administrative Response to SAC Recommendations

Administrative responses to EM’s recommendations are found in *italics* below.

Allow the program to evolve over the five year time line and then implement necessary curriculum changes and adjustments. Increase the number of courses offered as demand grows and facilities become available. Migrate some courses to an online format.

*Given low enrollments in some courses, the uncertainty of Bachelor-level pathways, and potential further reduction in state funding, consider continuing to offer the CPCC but putting the AAS degree on hiatus effective Fall 2013 in order to limit our exposure to needing to run small classes. Let’s discuss if this should be done and how to best do this (should we decide to do so) and still honor our commitment to students who are pursuing the degree.*

*Do consider providing courses in an on-line (or hybrid or compressed weekend) format. That might help with enrollments.*

Create a full-time Faculty position to coordinate both EM and ETC programs.

*The College acknowledges the importance of EM and ETC and recognizes that a full-time instructor, who would be involved with both and could serve as Faculty Department Chair for both, would be a stabilizing factor. This position can be considered either in the new initiative process (should that process continue) or as a campus-funded position (should our budget be augmented by “margin conversion” money), along with other positions on the campus, but understand that funding of new positions will likely be slim in the coming biennium. We can discuss how partnerships with other programs, e.g., CJA or FP, might be leveraged to allow expansion of offerings.*

Closing Comments

We thank you for your efforts to prepare students for work in the EM field and support your efforts to revise the program to better serve the needs of those desiring to working in the field. We will consider how to maintain and expand the program as we learn more about funding in the coming biennium.

Administrative Response submitted by Scott Huff on behalf of the Deans of Instruction:

Birgitte Ryslinge, Rock Creek

Jeff Triplett, Sylvania

Craig Kolins, Extended Learning

Scott Huff, Cascade