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Executive Summary

Purpose

The following provides a 5-year retrospective summary (2019–2023) for each of the four basic assessment questions of the State of the Community Survey for all domestic programs: (1) program curriculum, (2) student enrollment, (3) program support, and (4) use of FEMA Higher Education resources and services. The report will provide a trend analysis of the past survey results over the last 5 years.

Program Curricula

Most of the reporting programs have been offering curricula in Emergency Management for 15 or fewer years. Across all 5 years, the programs are unwavering in their focus on preparing students for work in the public sector. The most popular degrees offered are Bachelor's and Master's degrees. The top five metrics of success for the programs are increased enrollment, number of graduates, increased student majors, student employment post-graduation, and performance on program reviews.

Student Enrollment

The number of graduates in Emergency Management is more than 87,000 estimated to have graduated as of 2023. Overall, there has been a slight observed decrease in enrollment since 2016, from 13% reporting in 2019 to 32% reporting in 2023. Observed diversity of the student body fluctuated between 30% and 52% over the years. Women students account for approximately 42% of the student body. Minoritized racial and ethnic students saw some fluctuations over the 5 years. Military students have remained steady at nearly 25%.

Program Support

The Emergency Management academic programs overwhelmingly rely on adjunct (or part-time) faculty. Faculty have practitioner experience in Emergency Management; more than 50% of full-time lecturers and part-time faculty have in-the-field experience, nearly 25% of tenured/tenure-track faculty, and more than 30% of affiliated faculty. More than 40% of the full-time faculty are women. Beyond faculty, the programs have accessible library and administrative support.

FEMA Higher Education Resources

The top four FEMA Higher Education resources reported by more than 20% of the programs in any given year were the Principles of Emergency Management document, Independent Study courses, journal articles, and the College List. Nearly 50% of programs have participated in the FEMA Higher Education Symposium at least most years. Suggestions for improvement of these resources include updated curricula online, more opportunities for networking and development among universities, student opportunities, research and collaboration, program support, access to FEMA and

government resources, specialty topics listed online, improved website design for FEMA Higher Education Program, and more community engagement beyond the programs.

Introduction

Since 2004, the Federal Emergency Management Agency (FEMA) Higher Education Program has solicited information regarding the status of Emergency Management programs. Over the years, a few different scholars have taken up the challenge and administered a survey to all institutes of higher education with connections to the FEMA Higher Education Program. While each year, there are comparisons made to the previous year or two, this report presents a longitudinal trend analysis over the last 5 years of the State of the Community Survey, administered by Dr. DeeDee Bennett Gayle at the University at Albany, SUNY. The data is presented in aggregated form; however, the list of participating institutions is included in the appendix.

Background: State of the Community Survey

The State of the Community Survey has been conducted nearly every year, except for 4: 2005, 2006, 2013, and 2024. Henry Fischer surveyed in 2004, Carol Cwiak conducted it from 2007–2016, and DeeDee Bennett Gayle from 2017–2023. The purpose of these surveys is to inform the community about the challenges, shifts, and trends, as well as assess the usefulness of the products and services provided by the FEMA Higher Education Program and evolved to collect data regarding the students, faculty, and curriculum of the programs. As of 2023, the data collected from this survey is the only collated information regarding EM higher education programs. Institutions included in the survey are identified from the FEMA Higher Education database, typically updated each year. The goal of each survey was the same: to answer four basic assessment questions: (1) What is the focus of the EM program? (2) Who are the students that benefit from this program? (3) What type of support is accessible to the program? (4) Which FEMA Higher Education services do the EM programs use? The respondents to these surveys were sent an email to the program representative named in the FEMA Higher Education Program’s database.

Methodology

The results from each of the five surveys from the years 2019–2023 were compared to identify trends. As a survey comparison, the responding institutions each year varied. As shown in Table 1, the number of institutions in the FEMA database varied from 182 to 295. The database is annually updated to reflect changes in intuition representative contacts and other changes with programs in the field.

Table 1: Respondent response per year

	2019	2020	2021	2022	2023
# of Institutions	112	114	88	100	105

	2019	2020	2021	2022	2023
FEMA Database	295	290	182	263	277
Response Rate	38%	39%	48%	38%	38%

Figure 1 shows how the variation in the database only slightly influenced the response rate and the number of institutions that participated in the survey. The response rate remained steady at about 40%, for all years. The anomaly was found in the year 2021.

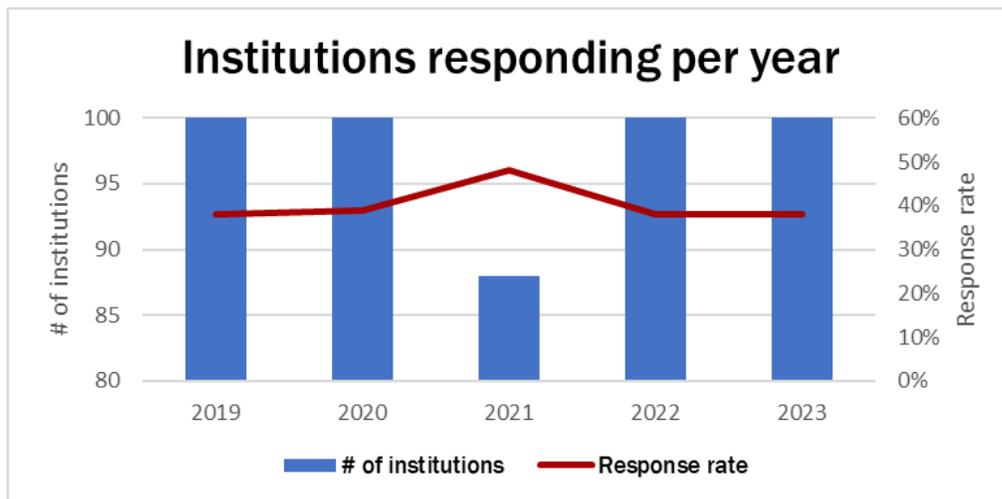


Figure 1: Number of institutions and the response rate

In the following sections, this report will identify the findings of the retrospective survey analysis for the 5 years shown. The sections are separated based on the goals of each survey 1) program curricula, 2) student body, 3) program support, and 4) use of the FEMA Higher Education Program resources.

Academic Program Curriculum

Sector Focus

The majority of the programs are primarily focused on preparing students for work in the public sector; see Figure 2. There has been a steady interest in preparing students in the private sector and the non-profit sector. In 2021, there was a slight increase among the programs in terms of interest in humanitarian or global emergency management relief.



Figure 2: Program sector focus for student employment attainment, per year

Program Years in Existence

For the last 4 years, the State of the Community survey has collected data on the years of existence of Emergency Management-related programs. The majority of the programs have been in existence for 10–15 years or less. As shown in Figure 3, since 2020, the number of programs with less than 5 years in operation has remained steady, and the number of programs with 10–15 years of experience has increased.

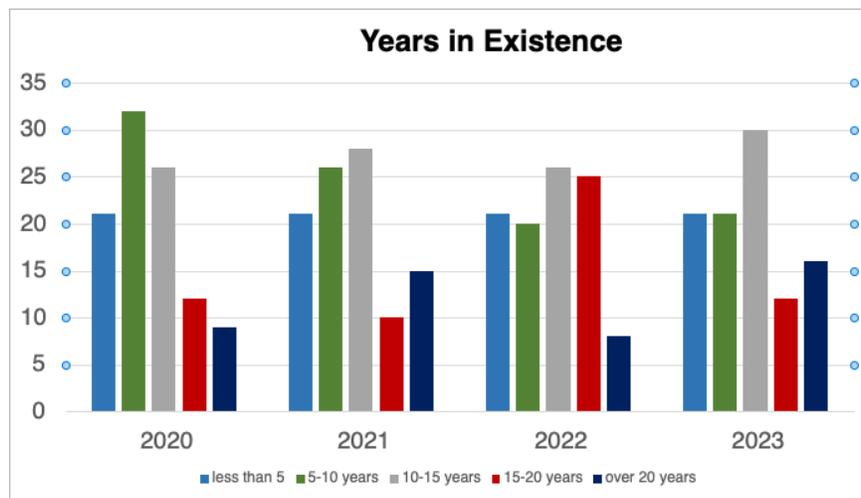


Figure 3: Programs' years in existence from survey data

Degree Offerings

Several different types of degrees are offered among the programs surveyed. Some programs only offer Certificates or Minors in the field, while others offer Associate, Bachelor's, Master's, and

Doctoral degrees. Table 2 ranks the degree offerings by most reported during each survey year. As shown, the most offered degree in all years was the Bachelor’s degree. The second most popular is the Master’s degree. The least popular is the Doctoral degree.

Table 2: Most popular degree offerings by year, ranked

	2019	2020	2021	2022	2023
1	Bachelor’s Degree (Type: BA, BS)	Bachelor’s Degree (Type: BA, BS)	Bachelor’s Degree (Type: BA, BS)	Graduate Certificate	Bachelor’s Degree (Type: BA, BS)
2	Undergraduate Certificate	Master’s Degree (Type: MA, MS)			
3	Associate degree (Type: AS, AA)	Graduate Certificate	Graduate Certificate	Bachelor’s Degree (Type: BA, BS)	Graduate Certificate
4	Master’s Degree (Type: MA, MS)	Undergraduate Certificate	Undergraduate Certificate	Master’s Concentration or similar	Master’s Concentration or similar
5	Graduate Certificate	Minor	Master’s Concentration or similar	Undergraduate Certificate	Undergraduate Certificate
6	Undergraduate Concentration or similar	Undergraduate Concentration or similar	Minor	Minor	Undergraduate Concentration or similar
7	Minor	Master’s Concentration or similar	Undergraduate Concentration or similar	Undergraduate Concentration or similar	Minor
8	Master’s Concentration or similar	Associate degree (Type: AS, AA)			
9	Other	Other	Doctorate Concentration or similar	Doctorate Concentration or similar	Doctorate Concentration or similar
10	Doctoral degree (Type: PhD, EdD)	Doctorate Concentration or similar	Other	Other	Other
11	Doctorate Concentration or similar	Doctoral degree (Type: PhD, EdD)			

Metrics of Success

In the first 3 years (2019–2021), the question on metrics of success was a select-all-that-apply question. In later years (2022 and 2023), this question was changed to be a Likert scale with the same metrics. Using the Likert scale provided a more accurate account of how often each of the metrics was used to identify success. In both cases, an option was provided to the participants to identify another metric they may use but was not provided in the question selection. As shown in Table 3, since 2021, increases in enrollment have been the most popular metric of success among the programs, followed by the number of graduates. The third most popular metric has fluctuated between increase in student majors, performance on program reviews, and student employment post-graduation across the 5 years. Though it is more common to highlight the top five metrics, the top six are shown here, to expose a near-consistent metric of Accreditation, that appears as the 6th most popular metric of success.

Table 3: Top six metrics of success for the programs, per year

	2019	2020	2021	2022*	2023*
1	Number of graduates: 25.1%	Number of graduates: 24.7%	Increase in enrollment: 19.1%	Increase in enrollment: 81.8%	Increase in enrollment: 83.5%
2	Student Opportunities: 16.7%	Student employment post-graduation: 16.4%	Number of graduates: 18.3%	Number of graduates: 78.2%	Number of graduates: 78%
3	Increase in student majors: 15.1%	Performance on program reviews: 15.5%	Student employment post-graduation: 13.3%	Performance on program reviews: 59.1%	Increase in student majors: 54.5%
4	Student employment post-graduation: 14.4%	Student Opportunities: 15.5%	Performance on program reviews: 12.3%	Increase in student majors: 58.6%	Performance on program reviews: 54.4%
5	Performance on program reviews: 14.4%	Increase in student majors: 15.3%	Student Opportunities: 10.3%	Student employment post-graduation: 54%	Student employment post-graduation: 50%
6	Accreditation: 7%	Accreditation: 7%	Increase in student majors: 10.1%	Accreditation: 45.9%	Accreditation: 41.3%

Note: The asterisks atop the table for 2022 and 2023 indicate that the percentages reflect programs that reported they most often or always use each metric of success.

Anticipated Program Changes

In the survey, program representatives were asked about any program changes they anticipate in the following 3 years. Like the metrics of success question, from 2019–2021, the question was asked as a multiple-choice question in which respondents could select more than one choice. Reported in Table 4 is the percentage of responses for each choice. In 2022 and 2023, the question was asked as a Likert scale in which respondents were able to answer how likely each of the choices was reported. In Table 4 is the percentage of responses for each choice, where respondents selected slightly, moderately, or extremely likely. As shown, each year reported the programs anticipated an increase in student enrollment in the next 3 years. The second most popular anticipated program change was to include new faculty positions. However, that changed in 2023, when creating a new undergraduate curriculum surpassed new faculty positions as the second most anticipated program change.

Table 4: Top five anticipated program changes, per year

	2019	2020	2021	2022*	2023*
1	Increase in student enrollment: 26.5%	Increase in student enrollment: 27.2%	Increase in student enrollment: 32.1%	Increase in student enrollment: 73.6%	Increase in student enrollment: 79.6%
2	New faculty positions: 15.1%	New faculty positions: 15.6%	New faculty positions: 16.5%	New faculty positions: 38.5%	New undergraduate curriculum: 42.9%
3	Restructuring of the program, department, or school: 12%	New undergraduate curriculum: 10.4%	New undergraduate curriculum: 11.6%	New undergraduate curriculum: 36.3%	New faculty positions: 41.2%
4	New undergraduate curriculum: 10.1%	Restructuring of the program, department, or school: 8.7%	Additional administrative support: 6.7%	Restructuring of the program, department, or school: 33%	New master's curriculum: 38.5%
5	Additional administrative support: 7.9%	Additional administrative support: 7.5%	New master's curriculum: 6.7%	New master's curriculum: 30.8%	Restructuring of the program, department, or school: 38.2%

Note: Again, the asterisks atop the table for 2022 and 2023 indicate that the percentages reflect programs that reported they most often or always use each metric of success.

Emergency Management Degree-Seeking Students

This section focuses on the student body. The number of graduates, the diversity of the student body, and the various types of students enrolled are discussed. Additionally, this section shows the projection for future enrollment and graduation from the programs.

Total Number of Graduates

The Emergency Management programs are quickly approaching 100,000. As of 2023, there were an estimated 87,719 students who graduated with Emergency Management degrees. As shown in Figure 4, the increase in graduates has been a steady incline since 2017.

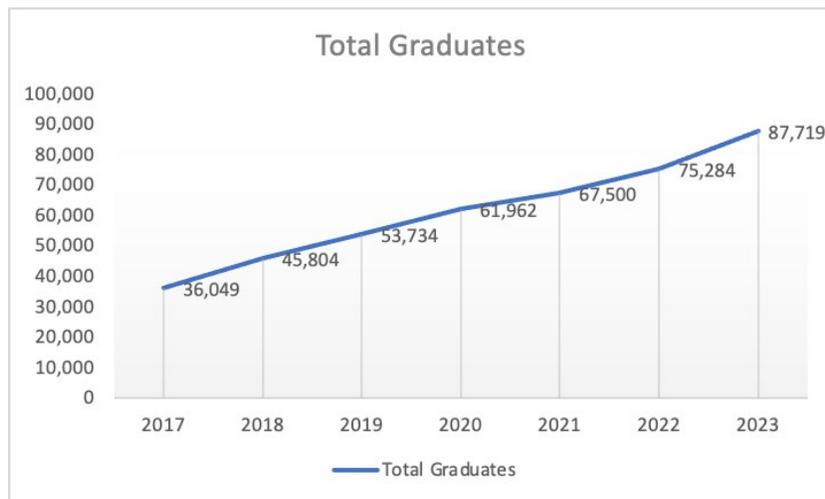


Figure 4: Number of graduates since 2017 (source: Bennett, 2023)

Enrollment Anticipations Over 5 Years

Each year, the State of the Community Survey asks program representatives about their enrollment in the previous 3 years and the next 3 years. Overall, there has been a decrease in enrollment since 2016, when 13% of the programs felt there was a dip in 2019. By 2023, 32% of programs observed a decrease in enrollment since 2020. As shown in Figure 5, the majority of the programs are still optimistic, where approximately 65% of responding programs anticipate an increase in enrollment.

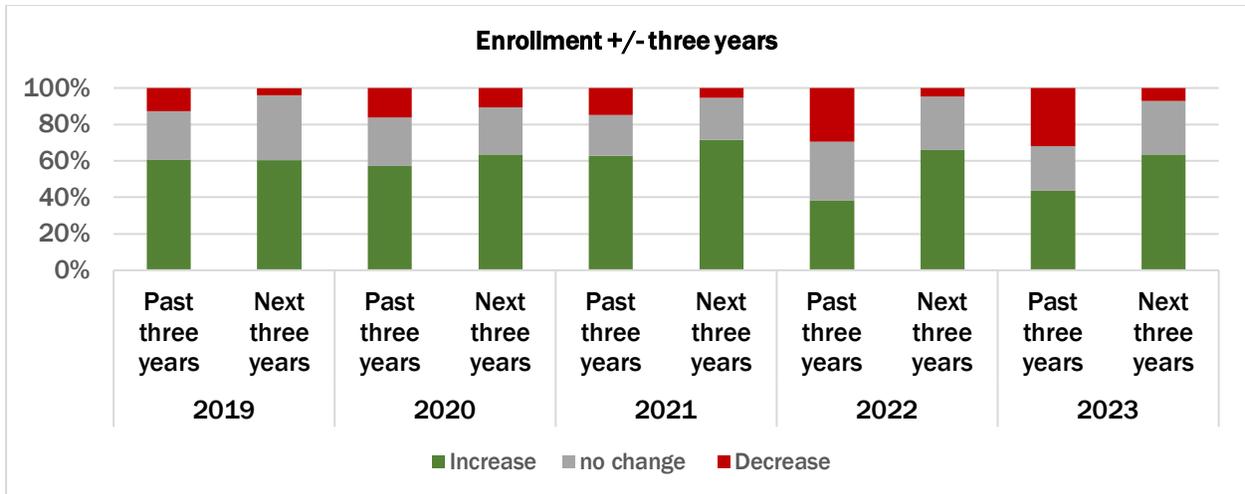


Figure 5: Enrollment projections over ±3 years, for each surveyed year

Graduation Anticipations Over 5 Years

Similar to enrollments, the respondents were asked about their rates of graduation over the past 3 years and projections for the next 3 years. As shown in Figure 6, a similar (albeit less pronounced) decrease has occurred since 2016, when 8% of programs experienced a dip in graduates in 2019. In 2023, the percentage of programs that experienced a decrease in graduates rose to nearly 18%. Projections for graduates in the next 3 years are slightly less optimistic than in enrollments, where on average 63% of programs anticipate an increase.

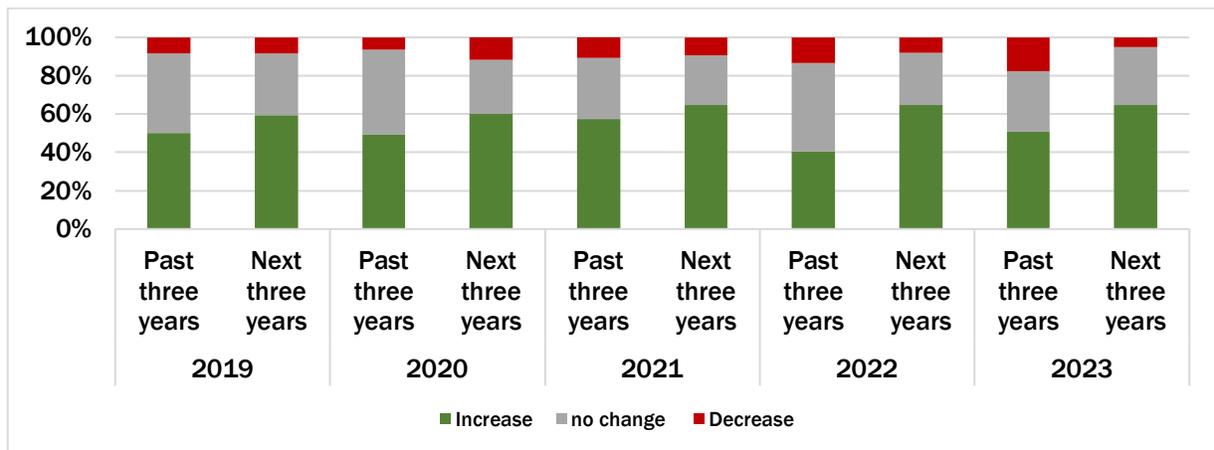


Figure 6: Graduate projections over ±3 years, for each survey year

Diversity of the Student Body

Each program was also asked to report on the observed diversity of its student body. This question was asked so that programs could report on general findings, and programs unable to monitor diversity at the department level could be identified. As shown in Figure 7, student diversity

approached 50% in 2021 and 2023. Approximately 11% of programs (on average across all 5 years) are unable to monitor the diversity of the student body and, for nearly 47% of programs, diversity remained steady.

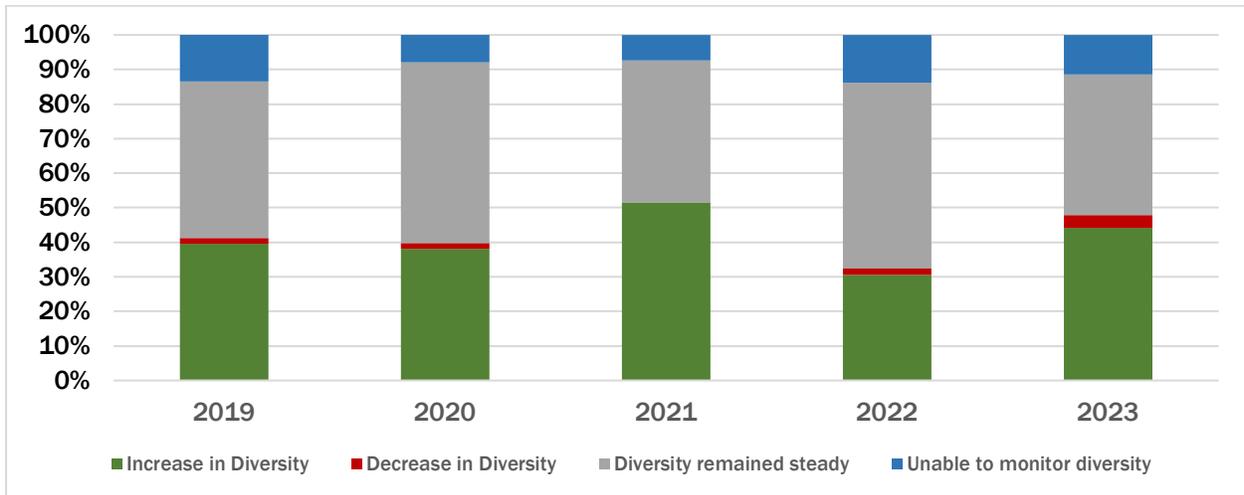


Figure 7: Observed diversity of the student body, per year

At a more granular level, programs are asked about different demographic breakdowns of their student body. On average nearly 42% of the student body are female. Figure 8 highlights that there have been peaks and valleys over the last 5 years, where at least one time more than 50% of the student body was female, for programs reporting in 2022.

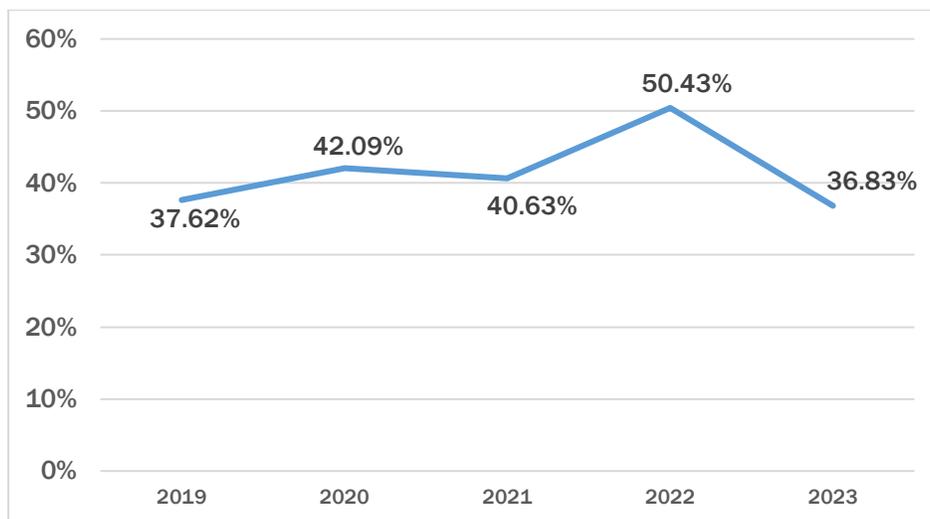


Figure 8: Percentage of female students in Emergency Management academic programs

The student body diversity fluctuated with regard to racial and ethnic diversity; see Figure 9. In 2022, the number of Black/African American students approached 30% of the student body. In 2023, the percentage of Native American/Alaskan Native students approached 10%, after being below 3% in the previous year. In 2020, students who identified as another ethnic group or multiple ethnicities

increased to nearly 15%, higher than every other year. The percentage of Native Hawaiian/Pacific Islander students has been on a steady decline with just 1% in 2023. Hispanic/Latino students have remained steady at around 20% of the student body population, except for 2023, where the student body dropped to nearly 15%.

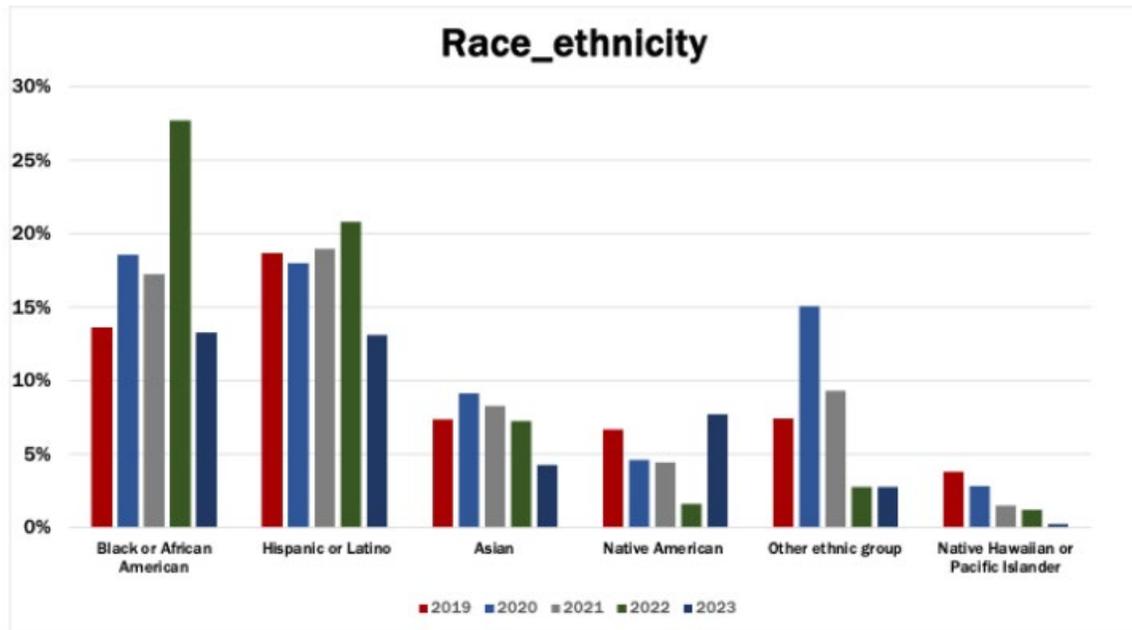


Figure 9: Percentage of diverse students in Emergency Management programs, by racial/ethnic minority groups

Figure 10 shows the diversity of the student body by student type. Emergency Management programs tend to attract non-traditional students by more than 40% each year. Non-traditional students include students enrolling in school after working for some time in the industry, those working full time and attending college, and students with advanced age. In 2022, the percentage of non-traditional students increased to more than 60%. The percentage of military students has increased since 2019, reaching up to nearly 30%. In 2019–2021, Emergency Management programs attracted first-generation college students (approximately 30%); however, in 2022 and 2023, those percentages dropped to just over 20%. International students were seemingly interested in these programs from 2019–2021 at a steady rate of increase, yet it dropped by nearly half in 2022 and 2023.

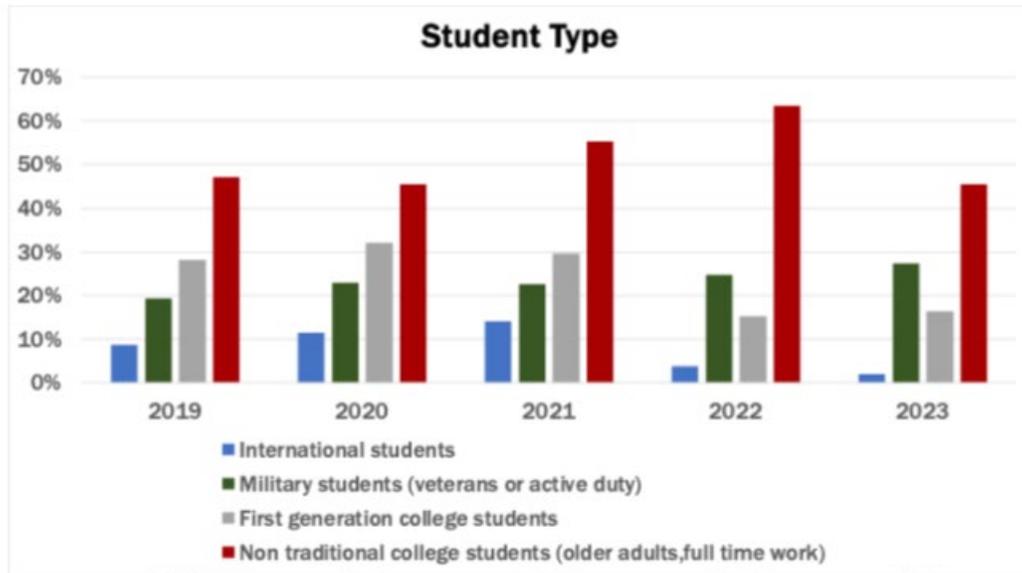


Figure 10: Diversity of the student body by type, per year

Emergency Management Academic Program Support

All academic programs rely on support to produce quality students and research. Often this includes the quality and security of the faculty body, access to different funding mechanisms, accessibility of academic literature from the library, and administrative support. Each of these topics is explored in this section.

Type of Faculty per Year

Overwhelmingly Emergency Management academic programs rely on contingent faculty, such as adjuncts. There is an indication that this reliance is decreasing, as shown in Figure 11. Unfortunately, the number of full-time faculty has also decreased during the last 5 years.

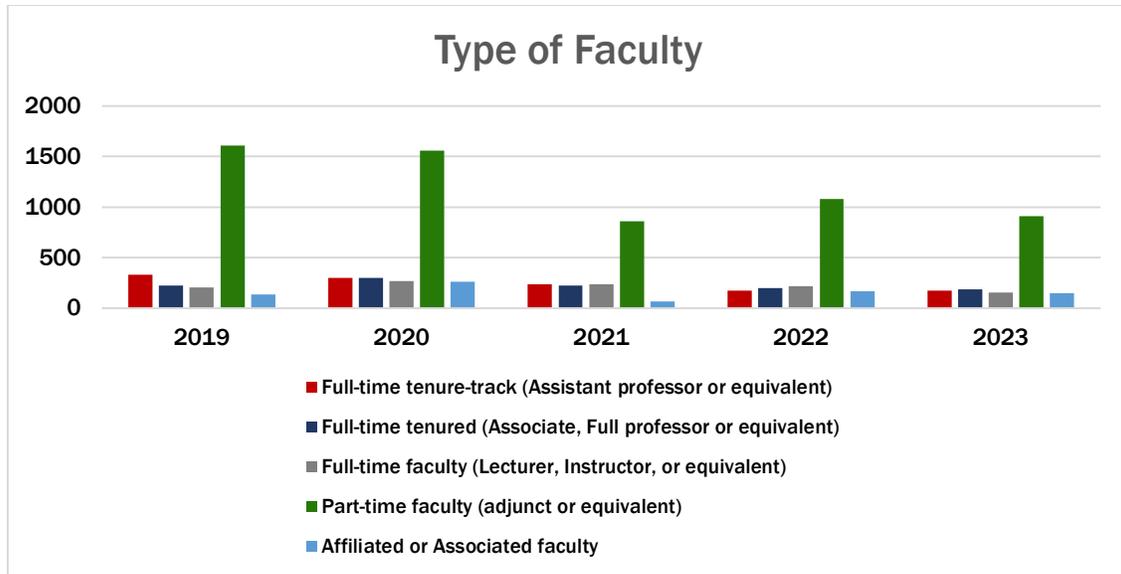


Figure 11: Type of faculty in Emergency Management academic programs

Faculty Background

Every year during the presentation of the State of the Community Survey results, comments arise regarding the type of experience held by the faculty. As shown in Figure 12, approximately 35% of full-time tenured (or tenure track) faculty have practitioner experience, nearly 40% of full-time faculty, approximately 60% of part-time faculty, and around 25% of affiliated faculty have practitioner experience. The percentages for 2022 were purposefully left off the chart, as the numbers reported for faculty with practitioner experience exceeded the total number of faculty reports that year.

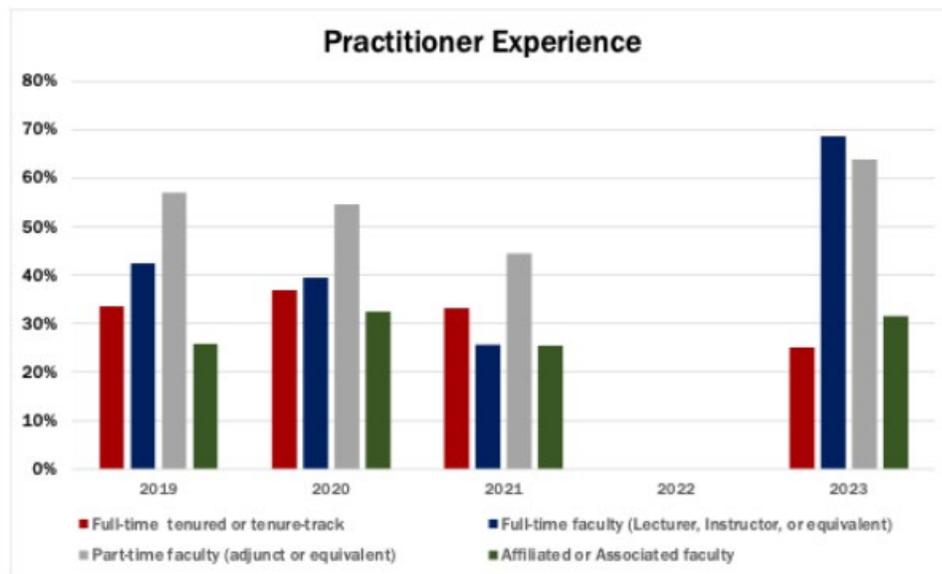


Figure 12: Practitioner experience by faculty type, per year

Faculty Diversity

Recent research on the retention of diverse student bodies indicates that having diverse faculty can increase retention of all students and influence enrollment. In the past 3 years, the State of the Community Survey has asked about the diversity of the faculty for this reason. As shown, in Figure 13, the faculty diversity reported in 2021 is drastically different than that reported in the following years. One major change is that in 2022 and 2023, programs were asked to report exact numbers instead of percentages. The total number of faculty in each category was then divided by the total number of faculty reported for that year.

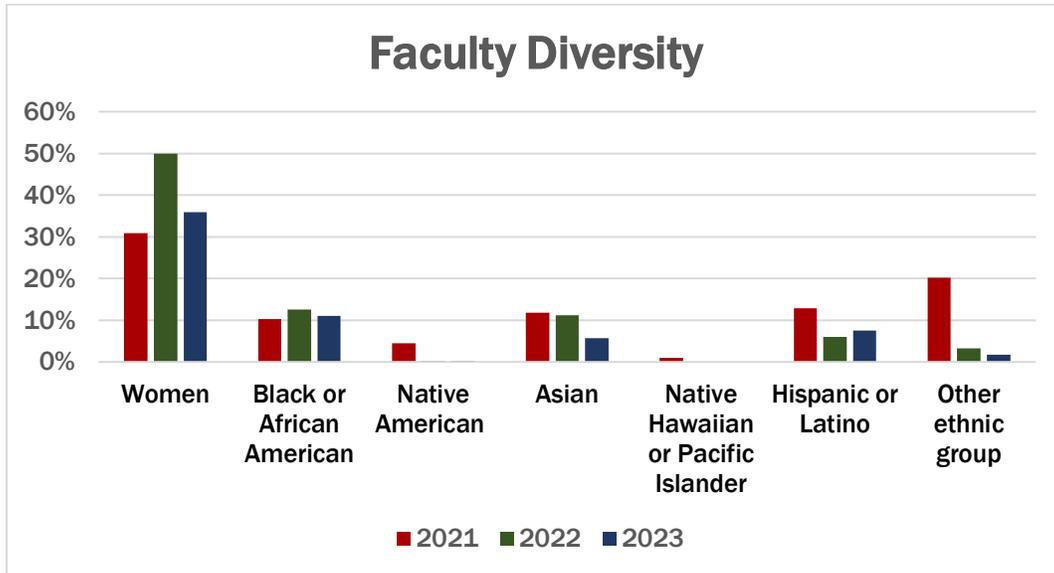


Figure 13: Faculty diversity in the programs (2021–2023)

Access to Resources

Beyond faculty programs need for additional resources to thrive in an academic environment, Emergency Management programs were regularly surveyed on their access to internal and external resources they may need to produce quality graduates. As shown in Figure 14, the most accessible resources have consistently been the university library and for administrative support. Unfortunately, access to internal and external funding opportunities have been consistently inaccessible and were less accessible in 2023 than they were in 2019.

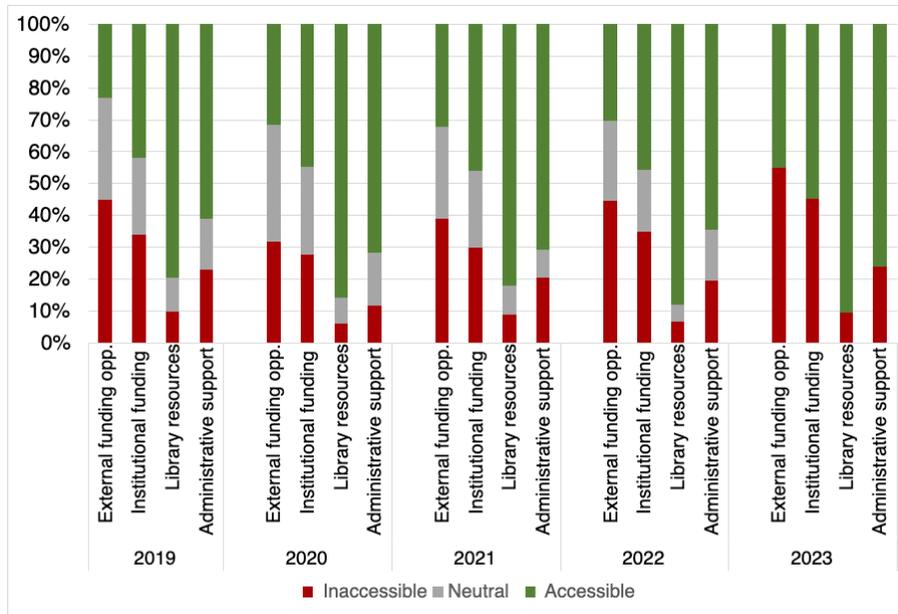


Figure 14: Access to university-related and funding resources

Programs thrive on the ability to provide networking opportunities, real stories from current practitioners, and connecting students with internship options within the field. Typically, this requires support from local, state, and Federal emergency management (and related) agencies. Figure 15 shows the perceived accessibility of agencies at the local, state, and Federal levels. In general, local and state-level support have been most accessible. From 2019–2022, a large percentage of respondents were neutral regarding the support they received from these agencies. In 2023, the neutral option was removed. As shown, the DHS-specific support was the least accessible.

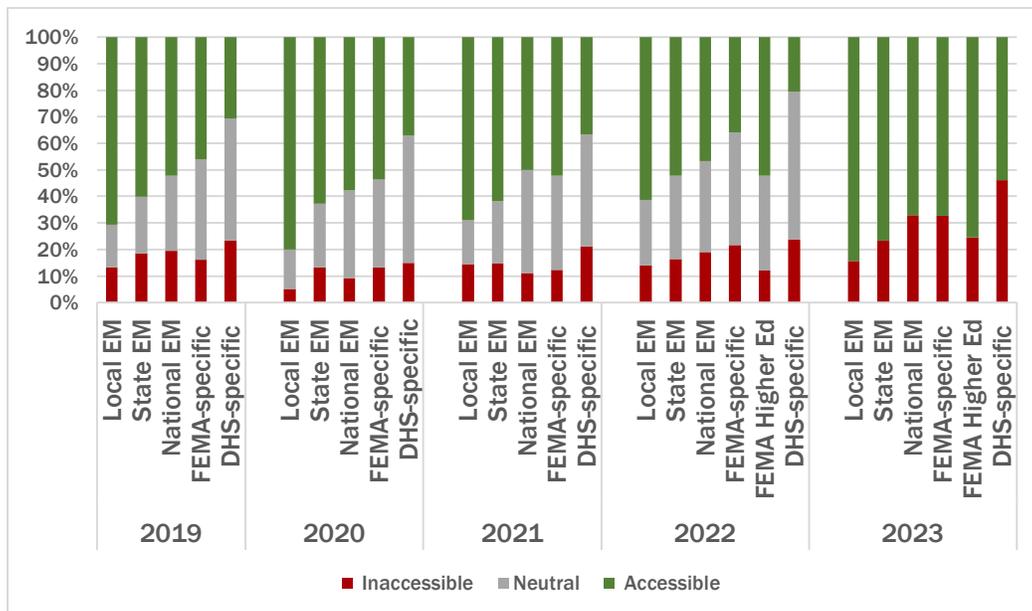


Figure 15: Access to local, state, and Federal support, per year

FEMA Resources

Very few academic areas have access to a programmatic resource housed in a Federal government agency, such as the FEMA Higher Education Program. Given this uniqueness, the survey has regularly asked the programs about the usefulness of the resources provided. In this section, FEMA Higher Education online resources, the annual Symposium, and any suggestions for changes are discussed.

FEMA Higher Education Program Resources

Several FEMA Higher Education resources have been offered and tracked over the last 5 years. However, for each year of the survey, different sets of resources were tracked. For example, in the year 2019, the use of Principles of Emergency Management documents, Higher Education courses, Independent Study courses, journal articles available on the FEMA Higher Education Program site, online textbooks offered on the FEMA Higher Education Program site, and EMI webinars was tracked, but by 2023, only two of these resources were tracked, as shown in Figure 16. Approximately 20% of programs regularly use the Principles of Emergency Management document; it is one of the more popular resources provided. Online textbooks were used by approximately 10% of the reporting programs; however, in 2023, use jumped to 15%. The Independent Study courses, the journal articles, and the Higher Education Courses offered on the FEMA website and tracked in years 2019–2021 were consistently used, at approximately 23%, 21%, and 12%, respectively. The FEMA EMI webinars were offered in the years 2019–2021 and held participation by nearly 9% of the programs consistently.

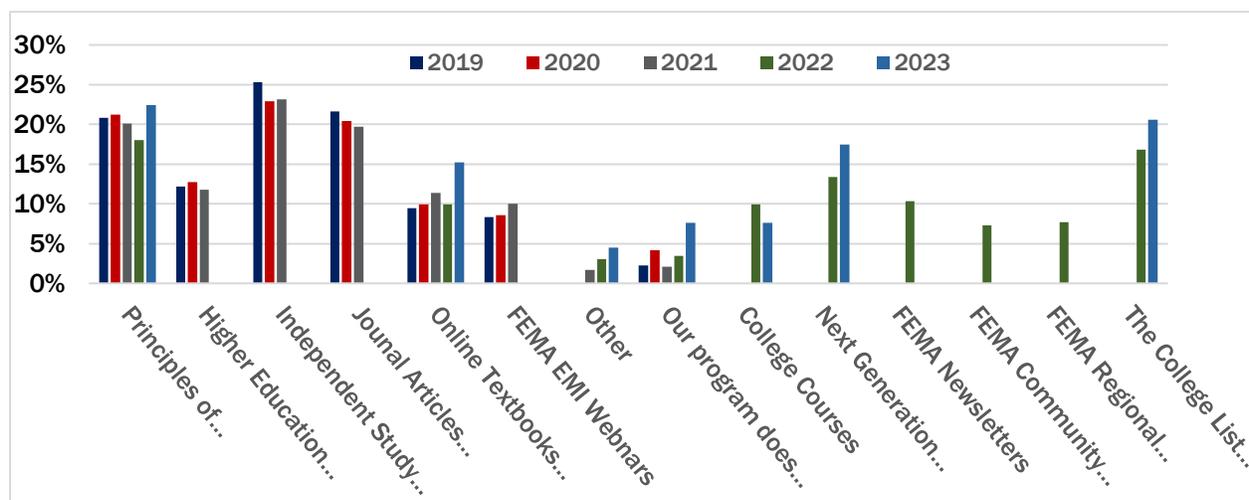


Figure 16: Use and participation in FEMA Higher Education Resources

Between 2022 and 2023, three additional resources were tracked: college courses, Next-Generation Core Competencies, and the College List. In 2022, participation in the FEMA community calls and regional engagements were tracked, along with receipt of the FEMA newsletters. Less than 5% of the programs indicated that they did not use any of the listed resources between the years 2019–2022. However, in the year 2023, the percentage of non-use jumped to nearly 8%.

Symposium

One of the more popular resources is the FEMA Higher Education Program Symposium. Approximately 20% of the programs participated every year between 2019–2022. The number of programs participating every year dropped to 11% in 2023. However, nearly 50% of programs have participated at least most years, as shown in Figure 17. Note that the Symposium in 2020 and 2021 was hosted virtually due to COVID-19.

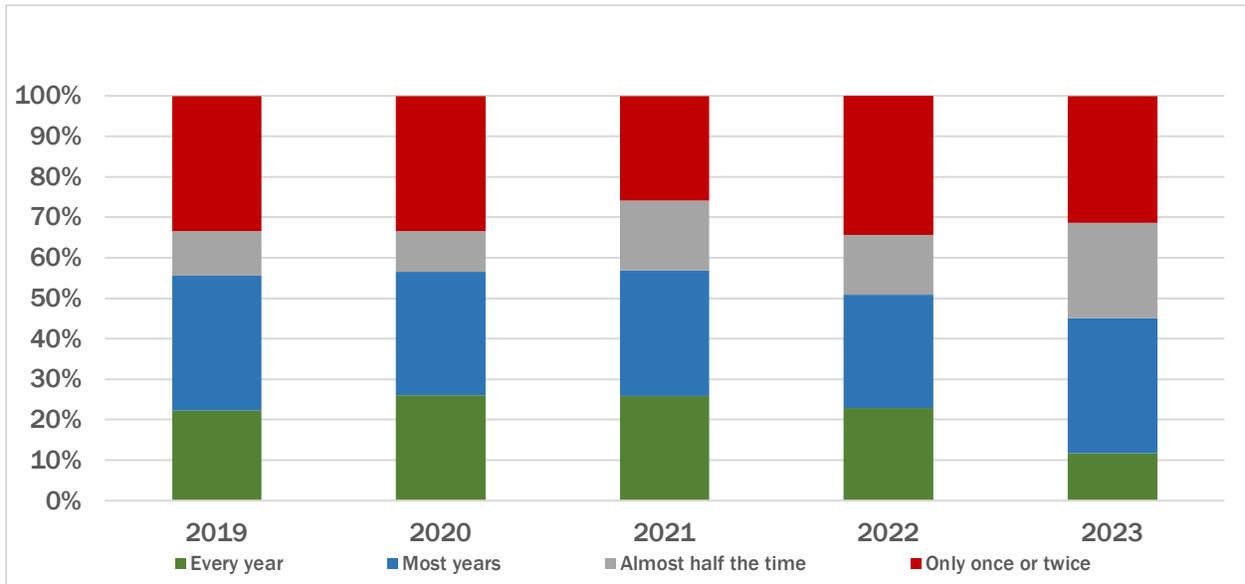


Figure 17: Participation in the FEMA Higher Education Symposium, each year

Suggestions to FEMA Higher Ed

Each year, the programs are asked an open-ended question regarding any suggestions they have for the FEMA Higher Education Program, based on the academic program’s needs at the time. The most common suggestions across all years 2019–2023 have been thematically coded and presented in Table 5, not in ranked order. The nine themes identified indicate that the program would like to see updated curricula online, more opportunities for networking and development among the programs and universities, student opportunities, research and collaboration, program support, access to FEMA and government resources, specialty topics listed online and within the curricula, improved website design for FEMA Higher Education, and more community engagement beyond the programs, within the Federal agencies, private sector organizations, and K-12 schools.

Table 5: Thematic table of suggested improvements to support academic programs in Emergency Management

Themes	Types of Activities
Curriculum Development and Resources	<ul style="list-style-type: none"> ▪ Updated course materials and curricula. ▪ Supplemental materials (videos, simulations, games, case studies). ▪ Textbook and journal recommendations. ▪ Open Educational Resources (OER).
Professional Development and Networking	<ul style="list-style-type: none"> ▪ Workshops, webinars, and conferences. ▪ Collaboration between practitioners and academia. ▪ Networking opportunities for faculty and students. ▪ Guest speaker resources.
Research and Collaboration	<ul style="list-style-type: none"> ▪ Funding opportunities for research. ▪ Collaborative research projects between institutions and FEMA. ▪ Access to data for research purposes.
Student Support and Opportunities	<ul style="list-style-type: none"> ▪ Internships and practical experience opportunities. ▪ Career guidance and job postings. ▪ Scholarships and financial support. ▪ Networking events.
Program Support and Recognition	<ul style="list-style-type: none"> ▪ Assistance with program development and marketing. ▪ Accreditation and certification support. ▪ Recognition of exemplary programs and practices.
FEMA and Government Resources	<ul style="list-style-type: none"> ▪ Timely notifications about policy updates and new resources. ▪ Integration of FEMA training (e.g., IS courses) into curricula. ▪ Collaboration with other government agencies.

Themes	Types of Activities
Online Resources and Technology	<ul style="list-style-type: none"> ▪ Improved website organization and updates. ▪ Online course modules and webinars. ▪ Access to relevant software and tools for classroom use.
Specialty Topics and Areas of Focus	<ul style="list-style-type: none"> ▪ Diversity, equity, and inclusion in Emergency Management education. ▪ Specific hazards (e.g., climate change, pandemics, active shooters). ▪ Interdisciplinary topics (e.g., homeland security, public health).
Community Engagement and Partnerships	<ul style="list-style-type: none"> ▪ Collaboration with local, state, and Federal agencies. ▪ Engaging with the private sector and non-profit organizations. ▪ Fostering relationships with K-12 schools and community colleges.

Summary

On average, approximately 100 institutions of higher learning have participated in the annual State of the Community Survey. Impressively, the response rate has remained fairly steady at 40% over the past 5 years. This report summarizes the trends of the survey between 2019 and 2023 and showcases responses in four broad categories: program curricula, student body, program support, and FEMA Higher Education resources.

Most of the reporting programs have been offering curricula in Emergency Management for 15 or fewer years. However, there are increasing programs moving over into 15 years (or more) of existence. Across all 5 years, the programs are unwavering in their focus on preparing students for work in the public sector, less so for preparing them in private, non-profit, or humanitarian Emergency Management work. The most popular degrees offered are Bachelor’s and Master’s degrees. The top five metrics of success for the programs are increased enrollment, number of graduates, increased student majors, student employment post-graduation, and performance on program reviews. The top three anticipated program changes from 2019–2023 are having an increase in student enrollment, developing a new undergraduate curriculum, and creating new faculty positions.

The number of graduates in Emergency Management is rapidly approaching 100,000, with more than 87,000 estimated to have graduated as of 2023. Overall, there has been a slight observed decrease in enrollment since 2016, from 13% reporting in 2019 to 32% reporting in 2023. Even though more programs are optimistic about increasing enrollment, few programs have experienced a

dip in graduates, with 8% reporting in 2019 to 18% reporting in 2023. Observed diversity of the student body fluctuated between 30% and 52% over the years. In 2023, 44% of the programs observed an increase in the diversity of the student body, but the number of programs that observed a decrease also rose to 4%. Women students account for approximately 42% of the student body overall, while minoritized racial and ethnic students saw some fluctuations over the 5 years. Of note, the number of Native Hawaiian or Pacific Islander students and the number of Asian students show signs of a decreasing trend in enrollment. Non-traditional students comprise more than 40% of the student body, consistently over the 5 years, however, the number of first-generation students has decreased since 2019, down by half from nearly 30%. Military students have remained steady at nearly 25% while international students have dropped to single-digit percentages.

The Emergency Management academic programs overwhelmingly rely on adjunct (or part-time) faculty; this number has declined since 2019 but is still 3x more than any other type of faculty. Meanwhile, the number of full-time faculty has declined slightly since 2019. Faculty have practitioner experience in Emergency Management, more than 50% of full-time lecturers and part-time faculty have in-the-field experience, nearly 25% of tenured/tenure-track faculty, and more than 30% of affiliated faculty. More than 40% of the full-time faculty are women. Minoritized racial and ethnic groups comprise around 10% of the faculty. Beyond faculty, the programs have accessible library and administrative support. However, internal and external funding opportunities are inaccessible and, on the decline, nearly 45% and more than 50% respectively, reported in 2023. Programs are doing well with support from local and state-level emergency management agencies. However, the least accessible agency has consistently been the Department of Homeland Security, from 23% in 2019 reporting to 46% reporting in 2023.

Across all years, the top four FEMA Higher Education resources reported by more than 20% of the programs in any given year were the Principles of Emergency Management document, Independent Study courses, journal articles, and the College List. Less than 10% of the programs indicated that they did not use any of the listed resources. Nearly 50% of programs have participated in the FEMA Higher Education Symposium at least most years. Suggestions for improvement of these resources include updated curricula online, more opportunities for networking and development among the programs and universities, student opportunities, research and collaboration, program support, access to FEMA and government resources, specialty topics listed online and within the curricula, improved website design for FEMA Higher Education, and more community engagement beyond the programs, within the Federal agencies, private sector organizations, and K-12 schools.

Appendix: List of Participating Schools, Per Year

2019

Table 6: List of Participating Schools in 2019

118 Participating Schools		
Adelphi University	Alma College	American University of Puerto Rico
Arkansas State University	Arkansas Tech University	Arizona State University
Barry University	Bellevue University	Bergen Community College
Blue Ridge Community College	Boston University	Brandon University
Bucks County Community College	Caldwell Community College	California Maritime Academy
California State University, Long Beach	Central Queensland University	Coastal Carolina Community College
College of the Mainland	Community College of Allegheny County	Cumberland County College
Delaware Technical and Community College	Des Moines Area Community College	East Tennessee State University
Eastern Kentucky University	Eastern Michigan University	Eastern New Mexico University
Elizabeth City State University	Embry Riddle Aeronautical University	Endicott College
Excelsior College	Fayetteville Technical Community College	Florida State University
Fredrick Community College	Gaston College	George Mason University
Guilford Technical Community College	Harper College	Hesston College
Idaho State Meridian	Indian River State College	Jacksonville State University
John Jay College, City University of New York	Justice Institute of British Columbia	Kansas Wesleyan University
Lee University	Lenoir Community College	Marian University of Wisconsin
Massachusetts Maritime Academy	Medaille College	Metropolitan College of New York

118 Participating Schools		
McDowell Technical Community College	Middlesex County College	Millersville University of Pennsylvania
Missouri State University	Montgomery County Community College	Nash Community College
National University	New Jersey City University	North Dakota State University
Northeastern State University	Northern Alberta Institute of Technology	Northern Arizona University
Northwest Missouri State University	Notre Dame College	Ohio State University
Pacific Union College	Pennsylvania College of Technology	Philadelphia University
Pierce College	Purdue University	Purdue University, Global Kaplan University
Regis University	Rose State College	Saginaw Valley State University
Sam Houston State University	San Antonio College	San Diego State University
San Jose State University	Saint Louis University	Saint Michael's College
State College of Florida	State University of New York, Albany	State University of New York, Rockland Community College
State University of New York, New Paltz	Thomas Edison State University	Tulane University
Truckee Meadows Community College	Union College	University of Akron
University of Alaska, Fairbanks	University of Central Missouri	University of Chicago
University of Florida	University of Hawaii, West Oahu	University of Idaho
University of Illinois at Chicago	University of Maryland, University College	University of Minnesota
University of Nebraska at Omaha	University of Nevada at Las Vegas	University of New Hampshire at Manchester
University of New Haven	University of New Orleans	University of North Carolina at Charlotte
University of North Carolina at Pembroke	University of North Carolina, Chapel Hill	University of North Texas

118 Participating Schools		
University of South Florida	University of Texas, Rio Grande Valley	University of Washington
University of Wisconsin, Green Bay	University of Wisconsin Oshkosh	Western Carolina University
Westmorland County Community College	West Texas A&M University	Wright State University
York University		

2020

Table 7: List of Participating Schools in 2020

121 Participating Schools		
American InterContinental University	American Public University	Anderson University
Arapahoe Community College	Arkansas Tech University	Azusa Pacific University
Ball State University	Bellevue University	Bergen Community College
Bethel University	Blue Ridge Community College	Boston University, School of Medicine
Bucks County Community College	Brandon University	British Columbia Institute of Technology
Caldwell Community College	California Maritime Academy	California State University, Long Beach
California University of Pennsylvania	Cape Breton University	Central Queensland University
Coastal Carolina Community College	College of Southern Maryland	College of the Mainland
Columbia International University	Community College of Allegheny County	Delaware Technical and Community College
Des Moines Area Community College	DeSales University	Durham Technical Community College
East Carolina University	Eastern Kentucky University	Eastern New Mexico University
Elizabeth City State University	Embry Riddle Aeronautical University	Fayetteville Technical Community College

121 Participating Schools		
Florida Memorial University	Florida State University	Fredrick Community College
Georgetown University	Guilford Technical Community College	Hesston College
Indiana University, Kokomo	Jackson State University	Jefferson University
John Jay College, City University of New York	Johns Hopkins University	Keiser University, Graduate School
Lander University	Lee University	Massachusetts Maritime Academy
Mercer University's Penfield College	Metropolitan College of New York	Middlesex Community College
Millersville University of Pennsylvania	Nash Community College	National University
Neumann University	Northern Alberta Institute of Technology	Northern Kentucky University
North Dakota State University	Northeastern State University	Northern Arizona University
Northwest Missouri State University	Nova Southeastern University	Ohio State University
Park University	Pennsylvania College of Technology	Pennsylvania State University
Post University	Prairie View A&M University	Prince William Sound Community College
Purdue University Global	Red Rocks Community College	Rose State College
Ryerson University	Saginaw Valley State University	Saint Louis University
Saint Michael's College	Sam Houston State University	San Diego State University
San Jose State University	Southwestern College	Southwestern Indian Polytechnic Institute
St. John's University	State University of New York, Albany	State University of New York, Broome Community College
Texas A&M University	Thomas Edison State University	Tiffin University
Truckee Meadows Community College	University of Akron	University of Central Missouri

121 Participating Schools		
University of Colorado at Boulder	University of Denver	University of Florida
University of Hawaii, West Oahu	University of Idaho	University of Illinois at Chicago
University of Maryland, University College	University of Maryland, Baltimore County	University of Massachusetts, Lowell
University of Nebraska at Omaha	University of Nevada at Las Vegas	University of New Hampshire at Manchester
University of New Haven	University of New Orleans	University of North Texas
University of North Carolina at Pembroke	University of South Carolina	University of South Florida
University of Texas, Rio Grande Valley	University of Washington	University of Wisconsin, Oshkosh
Utah Valley University	Vincennes University	Virginia Commonwealth University
Waldorf University	Western Carolina University	Western Washington University
Wheaton College		

2021

Table 8: List of Participating Schools in 2021

120 Participating Schools		
American InterContinental University	American Public University	Anderson University
Arapahoe Community College	Arkansas Tech University	Azusa Pacific University
Ball State University	Bellevue University	Bergen Community College
Bethel University	Blue Ridge Community College	Boston University, School of Medicine
Bucks County Community College	Brandon University	British Columbia Institute of Technology
Caldwell Community College	California Maritime Academy	California State University, Long Beach

120 Participating Schools		
California University of Pennsylvania	Cape Breton University	Central Queensland University
Coastal Carolina Community College	College of Southern Maryland	College of the Mainland
Columbia International University	Community College of Allegheny County	Delaware Technical and Community College
Des Moines Area Community College	DeSales University	Durham Technical Community College
East Carolina University	Eastern Kentucky University	Eastern New Mexico University
Elizabeth City State University	Embry Riddle Aeronautical University	Fayetteville Technical Community College
Florida Memorial University	Florida State University	Fredrick Community College
Georgetown University	Guilford Technical Community College	Hesston College
Indiana University, Kokomo	Jackson State University	Jefferson University
John Jay College, City University of New York	Johns Hopkins University	Keiser University, Graduate School
Lander University	Lee University	Massachusetts Maritime Academy
Mercer University's Penfield College	Metropolitan College of New York	Middlesex Community College
Millersville University of Pennsylvania	Nash Community College	National University
Neumann University	Northern Alberta Institute of Technology	Northern Kentucky University
North Dakota State University	Northeastern State University	Northern Arizona University
Northwest Missouri State University	Nova Southeastern University	Ohio State University
Park University	Pennsylvania College of Technology	Pennsylvania State University
Post University	Prairie View A&M University	Prince William Sound Community College
Purdue University Global	Red Rocks Community College	Rose State College

120 Participating Schools		
Ryerson University	Saginaw Valley State University	Saint Louis University
Sam Houston State University	San Diego State University	San Jose State University
Southwestern College	Southwestern Indian Polytechnic Institute	St. John's University
State University of New York, Albany	State University of New York, Broome Community College	Texas A&M University
Thomas Edison State University	Tiffin University	Truckee Meadows Community College
University of Akron	University of Central Missouri	University of Colorado at Boulder
University of Denver	University of Florida	University of Hawaii, West Oahu
University of Idaho	University of Illinois at Chicago	University of Maryland, University College
University of Maryland, Baltimore County	University of Massachusetts, Lowell	University of Nebraska at Omaha
University of Nevada at Las Vegas	University of New Hampshire at Manchester	University of New Haven
University of New Orleans	University of North Texas	University of North Carolina at Pembroke
University of South Carolina	University of South Florida	University of Texas, Rio Grande Valley
University of Washington	University of Wisconsin Oshkosh	Utah Valley University
Vincennes University	Virginia Commonwealth University	Waldorf University
Western Carolina University	Western Washington University	Wheaton College

2022

Table 9: List of Participating Schools in 2022

106 Participating Schools		
American InterContinental University	Anderson University	Angelo State University

106 Participating Schools		
Arapahoe Community College	Arkansas State University	Auburn University
Azusa Pacific University	Ball State University	Bethel University
Boston University, School of Medicine	Brandon University	California State University Maritime Academy
California State University, Long Beach	Catawba Valley Community College	Central Pennsylvania College
Central Queensland University	Clackamas Community College	Clemson University
Coastal Carolina Community College	Columbia Southern University	Community College of Allegheny County
Delaware County Community College	Des Moines Area Community College	Durham Technical Community College
Eastern Kentucky University	Embry-Riddle Aeronautical University	Empire State College
Fairleigh Dickinson University	Florida International University	Florida State University
Fredrick Community College	George Mason University	George Washington University
Harvard University, Graduate School of Design	Indian River State College	Jackson State University
Jefferson University	John Jay College, City University of New York	Louisiana State University of Alexandria
Massachusetts Maritime Academy	Mercer University	Millersville University of Pennsylvania
Missouri State University	Montgomery College	Moreno Valley College
National American University	National University	Naval Postgraduate School
Neumann University	New York University	North Dakota State University
Northeastern State University	Northern Alberta Institute of Technology	Northern Kentucky University
Northwest Missouri State University	Nova Southeastern University	Ohio State University
Pennsylvania College of Technology	Pennsylvania State University, World Campus	Pierce College
Portland State University	Post University	Purdue University Global
Red Rocks Community College	Royal Roads University	Ryerson University

106 Participating Schools		
Saginaw Valley State University	Saint Louis University	Saint Michael's College
Sam Houston State University	San Jose State University	Southwestern College
State University of New York, Broome Community College	State University of New York, University at Albany	Stockton University
Sul Ross State University	Thomas University	Truckee Meadows Community College
Tulane University	University of Arkansas	University of Colorado, Colorado Springs
University of Colorado, Denver	University of Delaware	University of Denver
University of Hawaii, Manoa	University of Idaho	University of Illinois at Chicago
University of Main at Augusta	University of Nebraska at Omaha	University of Nebraska, Medical Center
University of Nevada at Las Vegas	University of New Hampshire at Manchester	University of New Haven
University of New Orleans	University of North Texas	University of South Florida
University of Washington	University of Wisconsin, Oshkosh	Virginia Commonwealth University
Walden University	West Texas A&M University	Western Illinois University
Western Kentucky University	Western Washington University	Wright State University
York University		

2023

Table 10: List of Participating Schools in 2023

106 Participating Schools		
Adelphi University	American Public University	Anderson University
Angelo State University	Arapahoe Community College	Arkansas State University
Arkansas Tech University	Auburn University	Azusa Pacific University
Ball State University	Bellevue University	Brandon University
Brevard College	California State University, Long Beach	Calumet College of St. Joseph

106 Participating Schools		
Campbell University	Clemson University	Colorado State University, Global Campus
Community College of Allegheny County	Des Moines Area Community College	Drury University
Eastern Kentucky University	Elizabeth City State University	Embry-Riddle Aeronautical University
Empire State College	Everglades University	Fairleigh Dickinson University
Fayetteville State University	Fayetteville Technical Community College	Florida Institute of Technology
Franklin Pierce University	Fredrick Community College	Harvard University, Graduate School of Design
Indian River State College	Jackson State University	Jacksonville State University
Jefferson University	John Jay College, City University of New York	Justice Institute of British Columbia
Lander University	Louisiana State University of Alexandria	Massachusetts Maritime Academy
Metropolitan Community College	Millersville University of Pennsylvania	Monmouth University
Moreno Valley College	Nash Community College	National University
Neumann University	New York University	Northeastern State University
Northern Alberta Institute of Technology	Northwest Missouri State University	Notre Dame College of Ohio
Ohio State University	Oklahoma State University	Palomar Community College
Paul Smith's College	Pennsylvania College of Technology	Pierce College
Portland State University	Post University	Purdue University Global
Red Rocks Community College	Saint John's University	Saint Louis University
Saint Michael's College	Sam Houston State University	San Diego State University
San Jose State University	Southern Illinois University at Carbondale	State University of New York, Herkimer County Community College
State University of New York, Albany	Sul Ross State University	Trident Technical College

106 Participating Schools		
Truckee Meadows Community College	Tulane University	University of Applied Research & Development
University of California, Irvine Extension	University of Central Florida	University of Central Missouri
University of Colorado, Colorado Springs	University of Colorado, Denver	University of Delaware
University of Denver	University of Florida	University of Idaho
University of Illinois at Chicago	University of Main at Augusta	University of Manchester
University of Nebraska at Omaha	University of Nebraska, Medical Center	University of Nevada at Las Vegas
University of New Hampshire at Manchester	University of New Orleans	University of North Carolina, Chapel Hill
University of North Texas	University of Texas, Rio Grande Valley	University of the District of Columbia
University of Wisconsin, Oshkosh	Walden University	West Texas A&M University
Western Carolina University	Western Kentucky University	Western Washington University
Wright State University		