

University of Akron

Plan for Degree/Certificate Program Assessment

Revised May 2022

Instructions: Hyperlinks to instructions and sample charts/tables are provided in the [Appendix](#) included below.

Questions: Jenny Hebert, Director of Assessment: jgh2@uakron.edu, ext 6062

Submit plan to: Program drop-box on the [College of Health and Human Sciences Assessment Archive](#)

Degree/Program: Emergency Management and Homeland Security

Department/School: Disaster Science and Emergency Services

College: Health and Human Sciences

Department Chair/Director: Dr. Stacy Willett

Assessment Coordinator: Dr. Stacy Willett

Email:

Do you want this plan to be peer reviewed? Click [here](#) for details. Yes ___ No xN___

Program Notes and Questions:

Use this space to provide any background/context information you would like to offer and/or to post any questions you might have as you begin this process:

N/A

Outside Accreditation (if applicable):

Is this program accredited by a body or agency outside of UA/HLC (the Higher Learning Commission)? YES X NO _____

If "YES," identify the agency (agencies) by name and include a link to the relevant website(s) (if possible) and briefly explain how the assessment of Student Learning Outcomes (as required by UA) overlaps with or informs the assessments you do for your accrediting body. Click [here](#) for additional information about outside accreditation.

This program is the FIRST ACCREDITED emergency management program in the world. The initial accreditation was in 1999. The program has had re-accreditation since and has the next five year scheduled for 2023. The program is accredited by IFSAC, the International Fire Service Accreditation Congress out of Still Water, Oklahoma. The website can be found at: <https://ifsac.org/>

The accreditation and reaccreditation process is rigorous with a lengthy self-study, site visit, and examination of syllabus. Students, faculty, and staff are interviewed during a three-person, two day site visit. The accrediting body assembly must vote on any extension and the data and websites are mandated to keep certain program metrics accessible.

Program Mission and Goals

Present your program's mission statement below. Then, list any additional learning goals the program has identified for its students. (NOTE: Learning *goals* are different from student learning *outcomes*. Goals are broad statements that describe the essential knowledge and skills students will gain from participation in the program. They are not designed to be measurable. Click [here](#) for more information about program goals.

The Bachelor of Science degree in Emergency Management and Homeland Security (EMHS) prepares students to manage and understand risk so that societies can live with natural and/or technological hazards. Students learn specific and applicable skills to properly manage the system of disasters through a four phase approach. This profession continues to grow as disasters and major emergencies become more frequent and costly, and as response continues to become more complex.

The University of Akron's EMHS program has adopted the "Principles of Emergency Management" created by both practitioners and educators through the FEMA (Federal Emergency Management) Higher Education Program. The "Principles" are essential knowledge areas agreed upon for EMHS education:

Emergency management must be:

1. **Comprehensive** – emergency managers consider and take into account all hazards, all phases, all stakeholders and all impacts relevant to disasters.
2. **Progressive** – emergency managers anticipate future disasters and take preventive and preparatory measures to build disaster-resistant and disaster-resilient communities.
3. **Risk-driven** – emergency managers use sound risk management principles (hazard identification, risk analysis, and impact analysis) in assigning priorities and resources.
4. **Integrated** – emergency managers ensure unity of effort among all levels of government and all elements of a community.
5. **Collaborative** – emergency managers create and sustain broad and sincere relationships among individuals and organizations to encourage trust, advocate a team atmosphere, build consensus, and facilitate communication.
6. **Coordinated** – emergency managers synchronize the activities of all relevant stakeholders to achieve a common purpose.

7. **Flexible** – emergency managers use creative and innovative approaches in solving disaster challenges.
8. **Professional** – emergency managers value a science and knowledge-based approach based on education, training, experience, ethical practice, public stewardship and continuous improvement.

Electronic link:

https://www.google.com/search?q=The+principles+of+emergency+management&rlz=1C1GCEB_enUS996US996&oq=The+principles+of+emergency+management+&aqs=chrome..69i57j0i22i30j0i390.8014j1j7&sourceid=chrome&ie=UTF-8

Student Learning Outcomes (SLOs)

List the student learning outcomes established for students in your program. Learning outcomes are brief, measurable statements of what students will *know* and *be able to do* by the time they graduate or complete the program. Click [here](#) for more information on SLOs.

(NOTE: most degree programs will have between 5-7 SLOs, while Certificates will typically address just 2-3 essential outcomes. Add or subtract lines as necessary.)

1. SLO 1: Students must be able to analyze, interpret, and apply research through written communication.
2. SLO 2: Students must successfully complete multiple senior level research papers formatted in APA style.
3. SLO 3: Students must perform research related presentations in several core courses to become more comfortable with professional communication.
4. SLO 4: Students must be able to gather and determine quality research sources for assignments and papers.
5. SLO 5: Students must successfully complete a 225 hour field experience/ internship under both a mentor and faculty guidance before graduating.

Curriculum Map

Use this map to identify which courses *required* for the major (or certificate) include an intentional focus on the program-wide learning outcomes (not just an ancillary inclusion of it). The map should also be used to indicate levels of “mastery” expected within the courses aligned with each SLO: I = Introduced; D = Developed; M = Mastered. Add or delete rows/columns as needed. Click [here](#) for instructions and an example.

Required / Core Course name and number	SLO1	SLO2	SLO3	SLO4	SLO5
EMHS 105: Introduction to Disaster, Hazards, and Risk			X	X	
EMHS 360: Introduction to Terrorism	X			X	
EMHS 305: Principles of Emergency Management and Homeland Security	X		X	X	
EMHS 340: Disaster Research Methods	X	X	X	X	

EMHS 350: Disaster Preparedness and Response	X		X	X	
EMHS 365: Disaster Mitigation	X	X	X	X	
EMHS 367: Disaster Recovery	X	X	X	X	
EMHS 401: Crisis Leadership	X	X	X	X	
EMHS 495: EMHS Internship	X	X	X	X	
EMHS 480: EMHS Capstone	X	X	X	X	
EMHS 420: Disaster Vulnerability	X	X	X	X	

Assessment Cycle

An assessment cycle of 3-4 years is recommended, with no more than two learning outcomes assessed per year. Use the table below to map out the assessment cycle for your program.

Year of Assessment Cycle	Learning Outcomes Scheduled for Assessment (list by number)
Year 1: AY 2022-23	SLO 2

Year 2: AY 2023-24	SLO 3
Year 3: AY 2024-25	SLO 4
Year 4: AY 2025-26	SLO 5

Assessment Plan

Click [here](#) to see instructions for filling out this chart.

Click [here](#) to see an example.

Year 1: Assessment of SLO# 2

Learning Outcome: SLO 1: Students must successfully complete multiple senior research papers in APA style.			
Faculty Lead: Dr. Stacy Willett			
Activity	Fall Semester	Spring Semester	Next Fall Semester (Report due)
Identifying Artifacts and Assessment Tools	Senior research papers that haven an APA formatting requirement. Rubrics that have it in for scoring. This will be needed from multiple classes (three senior classes minimum for data collection)	Senior research papers that haven an APA formatting requirement. Rubrics that have it in for scoring. This will be needed from multiple classes (three senior classes minimum for data collection)	Fall 2023
Collecting Evidence	Reports in Brightspace will be used to collect the evidence.	Reports in Brightspace will be used to collect the evidence	Fall 2023
Scoring Evidence and Presenting Results	The rubrics will demonstrate success in the APA scoring section. Faculty comments will also note deficiencies.	The rubrics will demonstrate success in the APA scoring section. Faculty comments will also note deficiencies.	Fall 2023
Analyzing and Interpreting	This will take place after the assessment in November	This will take place after the assessment in November	Fall 2023

Findings (the formatting is off) the findings will be presented to the faculty for corrective action review if needed.			
Taking Action	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	Fall 2023

Year 2: Assessment of SLO __3__

Learning Outcome: SLO 3: Students must perform research related presentations in several core courses to become comfortable with professional communication.			
Faculty Lead:			
Activity	Fall Semester	Spring Semester	Next Fall Semester (Report due)
Identifying Artifacts and Assessment Tools	Student presentations will be used for this collection. Rubrics will be surveyed. This will be needed from multiple classes (three senior classes minimum for data collection)	Student presentations will be used for this collection. Rubrics will be surveyed. This will be needed from multiple classes (three senior classes minimum for data collection)	Fall 2024
Collecting Evidence	Reports in Brightspace will be used to collect the evidence.	Reports in Brightspace will be used to collect the evidence.	Fall 2024

Scoring Evidence and Presenting Results	The rubrics will demonstrate success in well executed presentations. Faculty comments will also note deficiencies	The rubrics will demonstrate success in well executed presentations. Faculty comments will also note deficiencies	Fall 2024
Analyzing and Interpreting Findings	This will take place after the assessment in November.	This will take place after the assessment in November	Fall 2024
Taking Action	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	Fall 2024

Year 3: Assessment of SLO# 4

Learning Outcome: SLO 4: Students must be able to gather and determine quality research sources for assignments and papers.			
Faculty Lead: Dr. Stacy Willett			
Activity	Fall Semester	Spring Semester	Next Fall Semester (Report due)
Identifying Artifacts and Assessment Tools	Student papers will be assessed using a rubric. Both paper feedback and the rubric scoring section on using quality sources will be surveyed.	Student papers will be assessed using a rubric. Both paper feedback and the rubric scoring section on using quality sources will be surveyed	Fall 2025
Collecting Evidence	Reports in Brightspace will be used to collect the evidence.	Reports in Brightspace will be used to collect the evidence.	Fall 2025
Scoring Evidence and Presenting Results	The rubrics will document success in finding and using quality research sources. Faculty comments will also note deficiencies.	The rubrics will document success in finding and using quality research sources. Faculty comments will also note deficiencies.	Fall 2025
Analyzing and Interpreting Findings	This will take place after the assessment in November	This will take place after the assessment in November	Fall 2025

Taking Action	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	Fall 2025
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Year 4: Assessment of SLO _5_

Learning Outcome: SLO 5: Students must successfully complete a 225 hour field experience/ Internship under both a mentor and a faculty guidance before graduating.			
Faculty Lead: Dr. Stacy Willett			
Activity	Fall Semester	Spring Semester	Next Fall Semester (Report due)
Identifying Artifacts and Assessment Tools	The supervisor evaluation is uploaded to Brightspace along with the final report. These will be used to determine if the student performed in a way that was successful to the job field.	The supervisor evaluation is uploaded to Brightspace along with the final report. These will be used to determine if the student performed in a way that was successful to the job field.	Fall 2026
Collecting Evidence	Reports in Brightspace will be used to collect the evidence.	Reports in Brightspace will be used to collect the evidence.	Fall 2026
Scoring Evidence and Presenting Results	The internship final paper and the evaluation from the supervisor will be examined for data.	The internship final paper and the evaluation from the supervisor will be examined for data.	Fall 2026
Analyzing and Interpreting Findings	This will take place after the assessment in November	This will take place after the assessment in November	Fall 2026
Taking Action	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	The data will be reviewed and shared with faculty. Corrective actions will be discussed if needed.	Fall 2026

Follow-up Consultation:

Would you like the director of assessment to schedule a follow-up consultation regarding this plan?

Yes _____ No _____

If yes, would you like other members of your program/department to be invited as well?

Yes _____ No _____

Submit the completed plan to the program drop-box on the [College of Health and Human Sciences Assessment Archive](#) by October 31, 2022.

(If you are denied access to this Brightspace page, please contact me at jgh2@uakron.edu.)

APPENDIX

Peer Review Option:

The faculty peer review program for assessment is intended to:

- develop an understanding of HLC accreditation criteria
- create transparency on campus
- provide insight into how assessment works across disciplines
- create a forum for discussion about assessment across campus

The Assessment Director will train faculty volunteers from various disciplines to evaluate plans and reports. The Assessment Director and the faculty volunteers will then read and respond to submissions using the evaluation rubrics developed for each form. Working with the Assessment Director, faculty will provide feedback to the programs.

This is an opt-in program. Programs that opt-in are not guaranteed a peer reviewer. Reviewers will be granted on a first-come, first-serve basis and will be dependent on the number of peer reviewers available.

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Outside Accreditation:

While the Higher Learning Commission (HLC), UA's accrediting body, requires every program at the university to regularly assess its program-wide Student Learning Outcomes, many programs are also accredited by outside agencies, such as ABET, the Accreditation Board for Engineering and Technology; CCNE, the Commission on Collegiate Nursing Education; or CAEP, the Council for the Accreditation of Educator Preparation, which accredit our engineering, nursing, and education programs respectively. Most accreditation processes include assessment of Student Learning Outcomes (among other things), so we encourage programs to align their UA annual reports with their accreditation reports as much as possible. In fact, in many cases, it is fully acceptable for programs to submit the section(s) of their accreditation report that addresses the assessment of Student Learning Outcomes in lieu of, or as a significant part of, their UA annual report in the year of accreditation. If your program is accredited by an outside agency, please contact the director to determine how you might best align your UA annual submission with your accreditation process. Ideally, the UA annual report will provide evidence for use in the more comprehensive accreditation reports.

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Program Mission and Goals:

The Mission Statement is a broad (but brief) declaration of the educational purpose, values, and goals of the program. It is aligned with the department, college, and university missions but also highlights the signature features of the program and guides the program-wide student learning outcomes. In short, the mission statement tells stakeholders what the program or unit is, what it does, and for whom it does it.

In 2-3 sentences, explain the mission and/or goal of the program.

Example:

The mission of this program is to produce students at the _____ who are proficient in academic skills leading to employment in _____ fields or admission to a _____ Masters or Ph.D. program. The objective is to graduate students within eight semesters of full-time academic work.

OR

The [program name/degree] will [explain what the program intends to accomplish] for [whom it intends to do so] by [what means/how it will achieve these goals].

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Student Learning Outcomes (SLOs)

SLOs, which will be assessed through courses *required* for the degree/certificate, are specific, clear, and concise statements of what students will *know and be able to do* upon completion of the program.

Notes:

- SLOs are most useful when stated as “Students will be able to...”
- The number of SLO’s should be appropriate for the degree. (Recommend 4-7 for a typical 4-year degree; 2-3 for a certificate).
- SLOs should reflect appropriate rigor, going beyond content knowledge.
- SLOs should be measurable (“develop an awareness” is hard to measure, “apply theory” is easier to measure.)
- SLOs should account for one outcome at a time. (“Explain and apply theory” would be better as two outcomes.)

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Curriculum Map: Instructions and example

For each learning outcome, indicate required courses in which this outcome is taught. This helps to visualize how students progress through the major. Take note of instances where a required course is not mapped to any program outcomes or where a learning outcome is not adequately addressed within the required courses.

Note:

- Only courses required for the program should be included on the map.
- Not all courses have to map to all outcomes.
- The map should indicate only those courses in which the SLO is *deliberately* addressed
- The map should also indicate if the outcome is introduced, reinforced or summatively evaluated (with the expectation of mastery) in the course.
- It may also be helpful to indicate if the program-wide outcome is *assessed* in the course in which it is introduced, developed, or mastered. (NOTE: An outcome may be introduced or developed in a course even though no artifacts from the course are used for program-wide assessment.)

Required / Core Course name and number	LO1: Copy and paste LO1 listed above here.	LO2: Copy and paste LO2 listed above here.	LO3: Copy and paste LO3 listed above here.	LO4: Copy and paste LO4 listed above here.	LO5: Copy and paste LO5 listed above here.	LO6: Copy and paste LO6 listed above here.	LO7: Copy and paste LO7 listed above here.
1234: 101 – Introduction to ____	I	I					
1234: 150 History of ____			I				
1234: 220 Principles of ____		D (Formative Assessment)					I
1234: 280 Major Theories of ____	D				I (Formative Assessment)	I	
1234: 321 Foundational Skills in ____		D	D	I (Formative Assessment)			D
1234: 421 Advanced Skills in ____				D			M

							(Summative Assessment)
1234: 450 Senior Seminar (Capstone Course)	M (Summative Assessment)	M (Summative Assessment)	M (Summative Assessment)		M (Summative Assessment)	M (Summative Assessment)	
(Area Electives)				M (Summative Assessment)			

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Assessment Cycle: Years 1-4:

Use this chart to map out your basic schedule for SLO assessment. Though programs are encouraged to develop a 4-year cycle of assessment in which only 1-2 outcomes are assessed per year, you may add or delete rows to this chart as necessary.

Year of Assessment Cycle	Learning Outcomes Scheduled for Assessment (list by number)
Year 1: AY 2022-23	SLO1 and SLO3
Year 2: AY 2023-24	SLO2 and SLO4
Year 3: AY 2024-25	SLO5 and SLO6
Year 4: AY 2025-26	SLO7

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Assessment Plan: Instructions

This plan template asks programs to map out a four-year assessment cycle in which all program-wide SLOs (4-8) will be assessed (2 SLOs per year). To complete this chart, indicate (as specifically as possible) what will be done, by whom, and when to complete the assessment of each SLO. NOTE: It is recommended that programs assess no more than two learning outcomes per year; therefore, tables are provided for 2 SLOs per year for four years. However, you may add or delete tables to the plan as necessary to fit the needs of your program.

Learning Outcome

Restate the SLO you will be mapping for assessment in this table. Include the number as well.

Faculty Lead

Identify the person in charge of leading the assessment of this particular outcome. This could be the lead faculty on related courses, the department assessment coordinator, etc.

Identifying Artifacts and Assessment Tools

This initial step of outcome assessment typically occurs during the first semester of the cycle. During this phase, faculty identify which artifacts will be used for the assessment and from what course(s) or experiences these artifacts will be collected. Student work, such as papers, assignments, capstone projects, and exams are considered *direct measures* and must be included in the assessment process. *Indirect measures*, such as student surveys, employer interviews, or student reflections may also yield valuable insight. Remember that it is okay, and often preferable, to use more than one measurement in the assessment of each outcome.

As you fill out this phase of the plan, indicate also what measurement tool(s) will be used to evaluate the artifacts collected and how and by whom these measurement tool(s) will be developed. Since program-level assessments tend to look for different markers of student learning than course or assignment grades, it may be helpful to conduct holistic assessments using rubrics/criteria developed specifically for the program-level assessment of each outcome.

Collecting Evidence

This step occurs during the semester(s) in which the relevant courses are taught. To plan for this part of the process, determine how, when, and by whom the evidence will be collected. Also indicate in what form it will be presented and where it will be stored (electronic or hard copy? Graded or ungraded? Stored on Department Brightspace page or Team?) Data collection often continues through both semesters of the assessment year.

Scoring Evidence and Compiling Results

Scoring and presentation may take place at the end of the semester(s) during which the artifacts are collected OR early in the following semester. To plan this phase, describe how the scoring process will work: who will be involved? When will scoring take place? How (and by whom) will the scores be summarized for presentation to the faculty? (Graph? Chart? Descriptive paragraph?)

Analyzing and Interpreting Findings

Depending on when the scoring is completed and the data is summarized, the results may be presented to faculty late in the spring semester or early in the fall semester during which the report will be due. To sketch out this part of your plan, determine how, when, and by whom the results will be presented to the faculty for analysis and interpretation. NOTE: *all* faculty in the program should be involved in the final two stages.

Taking Action

This final step--which is the most important of all--occurs at the end of the cycle and continues through the next assessment of this SLO. To complete this part of the plan, describe what steps will be taken (and by whom) to ensure that closing-the-loop actions are identified and implemented. Also specify who will write the assessment report for this outcome.

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Year 1: Assessment of SLO# [example]

Learning Outcome: SLO #5: Students will demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement.

Faculty Lead: The assessment coordinator for the department will oversee the entire assessment process and write up the final report. However, this process will include help from the lead faculty for the senior seminar, who will take charge of the artifact selection and collection for both 1234: 280 and 1234: 450.

Activity	Fall Semester	Spring Semester	Next Fall Semester (Report due)
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Identifying Artifacts and Assessment Tools	<p>The assessment coordinator will remind faculty that SLO #5 will be assessed this year, using data collected from 1234: 280 (Introductory level) and 1234: 450 (Mastery).</p> <p>The assessment committee will develop a rubric to use for program-level assessment of SLO#5. This rubric will be presented to faculty at the September department meeting for review and discussion. It will then be revised and submitted for final approval in October.</p>		
Collecting Evidence	<p>Artifacts will be collected from 1234: 280 in the Fall and Spring semesters. Instructors will de-identify the ungraded assessment artifacts and upload them to the departmental Brightspace page. Our lead faculty for the senior seminar will send out reminders and updates as needed,</p>	<p>Artifacts from 450 (which is offered only in the spring) will be collected. Collection will continue through Spring for 280. All artifacts will be ungraded, de-identified, and uploaded to the departmental Brightspace page.</p>	
Scoring Evidence and Compiling Results		<p>The assessment committee will meet at the end of the semester to assess all artifacts for SLO 5 using the department-approved assessment rubric.</p>	
Analyzing and Interpreting Findings		<p>The faculty lead for SLO5 will write up the results (or create a graph) of the assessment results (both formative and summative) and post them on the departmental Brightspace page.</p>	<p>The assessment coordinator will present the assessment results to faculty for discussion at the first faculty meeting in September. Using this data, faculty will identify strengths, problems, and opportunities for improvement related to SLO5. They will also determine what</p>

			“closing the loop” actions should be taken in response to this data.
Taking Action			The assessment coordinator will write and submit the annual report on the assessments conducted during the previous AY. This report will be posted on the departmental Brightspace page along with any revised assignments or additional “closing the loop” materials that may have been developed.

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