

**University of Akron Annual Report
For
Degree/Certificate Program Assessment**

Revised May 2022

NOTE: If you have a new program, or have significantly revised your assessment process, please consult with the assessment director and submit an Assessment Plan instead.

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

Required Submissions: Complete one report for each program (degree or certificate) in your department. Submit reports through the dropbox created on the [College of Health and Human Sciences Assessment Archive](#) by **October 31, 2022**.

2022 UPDATE: This form has been revised slightly since 2021. It now includes space for programs to note the results of the previous assessment of each LO and the actions taken in response. If you have questions about how to complete this form, please email or call me (Jenny Hebert) at jgh2@uakron.edu or 330-972-6062 for clarification--and help.

Degree/program name: Emergency Management and Homeland Security

Department/School: School of Disaster Science and Emergency Services

College: Health and Human Sciences

Department Chair/Director: Dr. Stacy Willett

Assessment Coordinator: Dr. Stacy Willett

Email: smuffet@uakron.edu

Update on the Fall 2021 Assessment:

Review the feedback provided on last year's report or plan, which you can find on the content page of the [College of Health and Human Sciences Assessment Archive](#). Briefly summarize the feedback; then, explain how your program has incorporated it into this year's assessment:

Assessments gapped transferring the department from CAST college to CHHS college. The effort to stabilize the department in the new college took precedence with the resource limitation. The last full assessment was conducted in 2019. At that time, the focus of the assessment outcome was on improving student writing and research skills.

Assessments Conducted Fall 2021-Spring 2022:

Programs are encouraged to assess their SLOs on a four-year cycle, with 1-2 outcomes assessed per year. If your program has adopted this (or a similar) cycle, please complete the table below. If it has not, simply list the “Learning Outcomes Assessed” this year.

Assessment Cycle

Year in Assessment Plan/Cycle (if known)	Learning Outcomes Assessed (by number)
Year __8__: AY 2021-22	SLO # 1-5 have been assessed. Beginning assessment cycle 2 SLO# 1

Results and Actions Taken:

Please use the charts below to summarize the assessments conducted during AY 2021-2022. Begin by stating the SLOs assessed during AY 2021-22. Then complete the tables for each outcome according to the [instructions](#) provided. Be sure to review the [sample report](#) for further details.

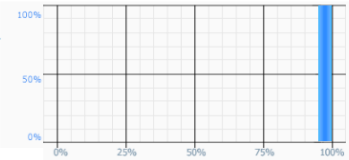
Repeat this process for *each learning outcome assessed this year*. Space (tables) for two learning outcomes has been provided. If you assessed more than two outcomes, simply copy and paste the tables as needed before you complete the form.

You may also **attach additional supporting documents** (assignment sheets, rubrics, data tables/charts) to the end of this report.

FIRST STUDENT LEARNING OUTCOME ASSESSED

Student Learning Outcome: LO1: Students must be able to analyze, interpret, and apply research through written communication

Faculty Lead: Dr. Stacy Willett

Update on Previous Assessment of this SLO	Method(s) of Assessment	Data Collected/ Summary of Results
<p>The last cycle of LO1 was measured in FY 2016 during cycle 1 of the assessment process. The course <i>2235:375 Disaster Mitigation</i> was selected as a sample for this analysis. The Disaster Mitigation course is a junior level course that requires a research paper. The measure is set for the class to have an average of 80% or better on the research paper. The results were that on average student scores were an 81.48% (B-) on the grading scale and thus the measure was met in this sample of cycle 1.</p>	<p>Students' original submissions are graded with feedback provided and then retained in the Brightspace class.</p> <p>Paper 2 Class Statistics</p> <p>Number of submitted grades: 12 / 13</p> <p>Minimum: A (100 %)</p> <p>Maximum: A (100 %)</p> <p>Average: A (100 %)</p> <p>Mode: A (100 %)</p> <p>Median: A (100 %)</p> <p>Standard Deviation: F (0 %)</p> <p>Grade Distribution</p> 	<p>For Fall 2021, thirteen students were enrolled in the Disaster Mitigation course. Twelve out of the thirteen (12/13) submitted papers.</p> <p>The paper process has been changed in this course since the initial measurement of LO1 in 2016. A two-paper process has been adopted to provide feedback early. The feedback is then used to strengthen and fix the second assigned paper. Students also have a rubric to follow.</p> <p>Scores were on average an A. These scores were higher than the first measurement of a B-.</p> <p>The measurement goal was surpassed in Fall 2021.</p>
<p>Analysis: Problems & Opportunities Identified</p>	<p>Action(s) for Continuous Improvement</p>	<p>Implementation and Follow Through</p>

<p>The two-paper process seems to be serving the students better. Scores have increased since the 2016 measurement. Other classes may need to consider adopting a two-paper process to provide feedback early to strengthen the LO.</p>	<p>Work with all instructors/ professors on areas to demonstrate feedback implementation for research paper process strength.</p>	<p>The school Chair will reach out to the faculty to inquire about their research paper process to discuss how research implementation can be fostered more strongly during the semester rather than a one time large grade toward the end of the semester with limited improvement opportunity to be demonstrated.</p>
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Faculty Engagement and Communication:

Explain how (and when) faculty teaching in the program are involved in (or informed of) the assessment process, interpretation of evidence, and closing-the-loop decisions and activities (i.e. at department meetings; during assessment retreats or workshops, etc.). Attach relevant meeting minutes and supporting materials below.

DSES is a very small unit and there is one full time Professor of EMHS, and the school Director/ Chair with teaching load as well. These two people see each other multiple times a week and discuss students on a regular basis. Ongoing small adjustments and student success discussions are commonplace in the workday. No formal notes or meetings are conducted outside of larger advisory board or bi-weekly department meetings.

Assessment Plan for AY 2022-23:

Complete the table below to outline your assessment plans for *this* academic year, the results of which will be reported in October 2023. (You may add or delete rows as necessary.)

Student Learning Outcomes to be assessed	Methods of Assessment	Courses and Faculty Involved	Collection Dates/Methods
LO2: Student must complete multiple senior level research papers in APA style.	Senior research papers have a rubric with APA formatting listed as a scoring area specifically.	Dr. Stacy Willett, Dr. Jeffrey Pellegrino. Courses involved would be Crisis Leadership and Disaster Research.	Collection dates would be Spring and Fall 2023. Research papers are graded with rubrics and grades are held within Brightspace for analysis.

Supporting Documents:

Identify any supporting materials you have appended, such as assignment sheets, rubrics, data tables, or meeting minutes. (Please copy and paste or merge documents as necessary.)

<u>Disaster Mitigation Rubric</u> <u>SCORING GUIDE:</u>		
Paper was typed- if not paper is returned	Y, N	
Paper has a sound and clear introduction and conclusion.	0,2	
Paper is grammatically sound, spell checked, written in proper English with solid sentence structure.	0,3,5	

Paper displayed a clear and logical order to the information presented. Concepts were clearly presented. Paper transitioned and flowed well.	0,5,10	
Paper showed thorough research using a minimum of 6 book or scholarly articles. The author presented educated insights and conclusions. Paper covered required topics.	0,5,10	
Paper followed proper font, margin size and length.	0,3	
Paper had proper citations and was APA formatted (includes title page, reference page, section headers, no use of first person and other APA rules)	Minor -2 Substantial-5, Major-10	
<u>TOTAL SCORE</u>	<u>30</u>	

Assessment Follow-Up: Please list any specific questions or comments you might have for the assessment director and/or peer reviewers. Is there anything specific on which you would like to get feedback? Is there anything about which you are unclear (and would appreciate follow-up)?

N/A

Thank you for all you have done to complete this report—and, more importantly—to promote the continuous improvement of student learning within your program.



Submit completed reports 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

Required Submissions:

Each program (degree/certificate) is required to submit an assessment update annually. If some degrees or certificates within your programs have overlapping assessments, however, you may submit all or part of the *same* report for each program.

Remember, this template is intended as a guide. Programs may opt to present the report in a different format provided they provide all the information required on the form. One way to fulfill this criterion would be to complete the necessary sections on this template and copy them into the alternate form used by your program.

Programs required to submit reports to accrediting agencies may present those submissions as their annual assessment reports for UA provided they fulfill the following criteria: 1) The report addresses assessments based on **student learning outcomes**; 2) the report addresses ALL questions included on the template.

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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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Instructions for Completing the Assessment Report

Update on Previous Assessment of this SLO

Indicate (by year) the last reported assessment of this SLO. Briefly summarize the notable findings described in that report *as they relate to this SLO*. Then briefly summarize the “closing the loop” actions taken in response to these findings and describe the anticipated results. What changes are faculty hoping to see in student learning as a result of the actions taken since the previous assessment? (NOTE: all plans and reports submitted since 2018 are now housed on the content page of the assessment archive for your college. Please use this resource to research your program’s assessment history.)

Method(s) of Assessment

Describe the type(s) of measure and measurement tool(s) used and identify the courses from which they were collected. Though most measures should be *direct* assessments of student work, you may also include any *indirect* assessments (such as senior exit surveys or employer feedback) you have conducted/collected. NOTE: You may use more than one measure to assess each outcome.

Data Collected/Summary of Results

Describe your collection methods: i.e. were artifacts collected from ALL students involved, or from just a random sample; how, where, and by whom were the artifacts—and/or data—actually collected? Identify the number of students/artifacts involved and provide a brief summary of results (quantitative and qualitative).

Analysis: Problems & Opportunities Identified

Present conclusions and recommendations drawn from the data collected. Explain what the results indicate about student achievement in relation to the specified learning outcome. (Bullet points or brief descriptions are fine.)

Action(s) For Continuous Improvement

Describe the specific closing-the-loop actions that will be taken/changes that will be made (to the artifact, course, assessment process, curriculum) based on these results and conclusions. Briefly explain how these actions are intended to support continuous improvement of student learning.

Implementation and Follow Through

Explain when, how, and in what courses/ways these actions will be implemented. Remember that some actions may not relate directly to the course in which the student work was assessed; in fact, you may find it helpful to implement actions in required courses offered earlier and/or later in the program. Also, identify the faculty member(s) responsible for implementing and/or following through on these actions.

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SAMPLE REPORT ON ASSESSMENT OF “SLO#5”

Student 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: [Name of department assessment coordinator or faculty member in charge of this assessment]

Update on Previous Assessment of this SLO	Method(s) of Assessment	Data Collected / Summary of Results
<p>When we last assessed this outcome (AY 2017-18), we found that students performed well in terms of “integrative thinking” and overall “expression,” but faltered somewhat in the areas of “problem solving,” “risk taking” and “intellectual engagement.” In short, faculty assessors found the projects to be “competent” but somewhat lacking in depth and rigor. In order to address this concern, we replaced the first individual assignment in the Senior Seminar course with a sample, large-group practice project designed to give students guidance—and practice—at conducting the level of investigation and critical thinking required of professionals within the field. We also revised the culminating assignment in the introductory course (1234: 280) in order to give them more exposure to—and opportunities to practice--these concepts from the beginning of the program to the</p>	<p>We used a rubric (see attachment A) developed by the departmental assessment committee to evaluate this outcome using the capstone projects from our Senior Seminar course: 1234: 450. We also included several questions on the senior exit survey (#3, #5, and #6) to gather student input on their confidence in demonstrating these skills (see attachment B).</p>	<p>Because we had a small number of students completing our capstone courses this year, we collected ungraded samples from all students in all sections both semesters (33 total). We then de-identified the samples and randomly selected 25 (approx. 75%) for our rubric-based evaluation. Of the 25 samples evaluated, 19 (76%) scored “above average” or better on “originality,” “imagination,” and “expression.” 21 (84%) scored “average” or better on “independent thinking” and “intellectual engagement.” (Only 4 students, 16%, scored “above average or excellent” in these areas, however.) 7 students (28%) scored above average or excellent in “Risk taking” and “problem solving,” which, though still lower than we would like, represents a 10% improvement over the 2017-18 assessment.</p>

end.		
Problems & Opportunities Identified	Action(s) for Continuous Improvement	Implementation and Follow Through
<p>The committee was pleased overall with the work presented by the students. However, we also realized that there is room for improvement, particularly in the areas of “problem solving” and “risk taking.” We also see opportunities for growth in the areas of independent thinking and intellectual engagement.</p>	<p>The committee noted a continued lack of critical analysis and response in key areas of the projects. It was decided that these skills should be further emphasized in some of the foundational classes so that students have opportunities to practice them even more regularly throughout the program. By encouraging students to take risks in lower-stakes assignments and contexts, we hope to help students build confidence in their ability to analyze texts and situations more critically and to solve problems in innovative ways</p>	<p>We decided to reinforce these important skills by redesigning some of the assignments and projects presented in our foundational courses, specifically 1234: 201 and 1234:301. Faculty teaching these courses met at the end of Spring semester to brainstorm ways of fortifying critical analysis and problem solving and designed assignment prompts (that can be used with modifications by all faculty) that better encourage students to “think outside the box.”</p> <p>Faculty teaching the foundational courses will be asked to give updates (on assignments and initial student response) at our department-wide assessment retreat in January. This SLO is scheduled for reassessment in AY 2025-26.</p>

Completed reports are due in the program drop-box in your college’s assessment archive by October 31, 2022.

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