

Annual Assessment Report Form:

Please complete a form for each of the programs within your department.

1. Program Information

- a. Program: Emergency Management and Homeland Security
- b. Department: Disaster Science and Emergency Services
- c. College: College of Applied Science and Technology
- d. Program Assessment Coordinator: Dr. Stacy Willett
- e. Semester(s) data collected: Spring 2014, Summer 2014, Fall 2015, Spring 2015, Spring 2016, Fall 2017, Summer 2018 (assessment is current to Summer 18).
- f. Report Submitted by: Dr. Stacy Willett
- g. Phone/email: X8317 Smuffet@uakron.edu
- h. Date Submitted: October 19, 2018

Program Mission and Goals

Students completing the Bachelor of Science degree in Emergency Management and Homeland Security (EMHS) should be well suited for entry level positions in emergency management and homeland security related jobs. The system of comprehensive all-hazards disaster management taught can be applied to the private sector, hospital, non-profit, and government sectors in EMHS related positions. Students traditionally begin working in the field as assistants to the primary agency director and traditionally become primary personnel within the two- five year window after graduation. Within three- five years most students have seen a promotion upon entering the agency.

2. Five main program objectives are to be assessed over a four year period. These are:

1. Students must be able to analyze, interpret and apply research through written communication.
2. Students must successfully complete multiple senior level research papers in APA style. (Rubric used) (Fall 2014 and Spring 2015)
3. Students must perform research related presentations in several core courses to become more comfortable with professional communication. (Rubric Used)
4. Students must be able to gather and determine quality research sources for assignments and papers.
5. Students must complete a 225 hour field experience/ internship under both a mentor and faculty guidance before graduating. (Spring & Summer 2014). Note the hours changed from 300 to 225 so there may be variation in places.

Spring and Summer 2014 results (first assessment period) focusing on objective 5:

1. Results. What are the results of the planned assessments listed above? Describe below.
 - a. Present the summary data resulting from assessment activities

Data was collected for objective 5 over the Spring 2014 and Summer 2014 semesters. The internship course is offered twice a year in Spring and Summer, it is not offered in fall semesters.

- Spring 2014, Nine students completed the 300 hour Internship course. Out of those nine students, eight received a grade of an A, while one received a B-. Therefore all fall students successfully completed the Internship course. Roughly 88% completed it with an A, indicating that the agency supervisors ranked them as “Superior performance” and also commented that they would hire the students if funding was available.
- Summer 2014, Eighteen students were placed in the summer internship. Five students received an incomplete status for a time extension. The other thirteen students received an A in their internship course meaning that they were ranked as superior performance by an agency supervisor, and also were noted that they would hire the students if funding was available. Therefore of those students that completed their internship, 100% were successful.

2. Standards and expectations for performance:

The internship has a detailed list of expectations and performance. General requirements are the completion of 300 hours under the mentorship of an EMHS or related agency supervisor, and a faculty member. Students must complete a report detailing their work experience, document their main tasks and hours, and also submit a supervisor evaluation form. The form provides a basis for a grade, and also qualitative comments about strong/ weak points and potential for hire.

3. Meeting of standards:

Standards were met for all students in the internship except for one out of the data set. His performance was rated a B, however he would not be viewed as hired potential stated due to his focus on football over the internship.

What gaps were found between the standards for student learning and the actual results? Obviously a goal would be that 100% of all students involved in the internship would be viewed as hireable after their work performance. In one case out of a total of 22 completed placements, one student was not successful in that area due to his focus on sports over making a good impression in the field. He was still was labeled as above average in work performance. In short, a 95.4% success rate for the year is acceptable.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The Emergency Management and Homeland Security program is always seeking to improve student field performance, and increase the rate of potential hire. A senior seminar type course is being discussed to bring more field professionals into the classroom, and discuss more clearly what is expected and appreciated in potential hires.

5. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results? How will they be implemented? If none, describe why changes were not needed.

See above.

6. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors. The information obtained for this analysis was shared with the other faculty member, as future planning and curriculum is currently taking place. The faculty met at the beginning of the assessment process as a program to discuss the assessment objectives to be reviewed. The faculty is in the process of curriculum revision, and therefore already looking at ways to strengthen employability. This data will play into that piece.

7. Describe your assessment plans for AY2014-15.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and maintain. AY2014-2015 data will include analyzing data related to the student's abilities to write successful senior research papers, as the faculty work toward strengthening those skills through more focused curriculum choices.

Fall 2014 and Spring 2015 Assessment results focusing on Program Objective 2, 80% of students must successfully complete multiple research papers in APA style. (Rubric used).

1. Results. What are the results of the planned assessments listed above? Describe below.

b. Present the summary data resulting from assessment activities

Data was collected for objective 2 over the Fall 2014 and Spring 2015 semesters. Research papers with required APA formatting are requirements in most core EMHS classes. Therefore, data for this measurement is abundant. For the sample selection, various course levels were examined. Data were pulled from: Principles of Emergency Management 2235:305, our intro level course, Hazard Prevention and Mitigation, a senior level course 2235:405 using a goal of an 80% score or above.

- Fall 2014, Sixteen students were enrolled in Principles of Emergency Management 2235:305:002. An APA required research paper was assigned. Out of those 16 students, 50% of students scored an A (93% or above). Using an 80% score as a measure, 85.71% of students scored an 80% or above, thus exceeding the measure.

80	B-	1	7.14 %
83	B	0	0 %
87	B+	1	7.14 %
90	A-	3	21.43 %
93	A	7	50 %

- Spring 2015, Twenty eight students were enrolled in Principles of Emergency Management 2235:305:001. An APA required research paper was assigned. Out of those 29 students, 75% scored a A (93% or above). Using 80% score as a measure, 85.71% of these students scored an 80% or above exceeding the measure.

80	B-	2	7.14 %
83	B	0	0 %
87	B+	0	0 %
90	A-	1	3.57 %
93	A	21	75 %

Fall 2014, For 2235:405 Hazard Prevention and Mitigation 14 students were enrolled. An APA formatted research paper was required for this course. Out of those 14 students, 71.43% of students scored an A (93% or above), another 14.29% scored a 80%. Using the measure of an 80% score, 85.72% of students scored an 80% or above exceeding the measure.

80	B-	0	0 %
83	B	2	14.29 %
87	B+	0	0 %
90	A-	0	0 %
93	A	10	71.43 %

Spring 2015, For 2235:405 Hazard Prevention and Mitigation, 16 students were enrolled. An APA formatted research paper was required for this course. Out of those 16 students, 62.5% scored an A (93% or above), another 25% scored a B (83%). In total, 82.5% of students scored an 80% or above exceeding the measure.

80	B-	0	0 %
83	B	4	25 %
87	B+	0	0 %
90	A-	0	0 %
93	A	10	62.5 %

2. Standards and expectations for performance:

As indicated in the above data sets and results, the students in both sample classes are exceeding the set measurement for completing an APA formatted research paper. Weight is given toward both the quality of writing, references utilized, and proper formatting and citation work.

3. Meeting of standards:

Standards were met at both a junior level course and senior level course.

4. What gaps were found between the standards for student learning and the actual results?

Obviously a goal would be that 100% of all students successfully complete an APA formatted research paper in all classes scoring an 80% or above. Great time is taken by the EMHS professors to introduce proper research methods/ strategies and APA formatting early in the program.

5. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The Emergency Management and Homeland Security program is always seeking to improve student performance, and increase the rate of quality writing and research skills to propel students toward success whether in the field or in a graduate degree program. This is a solid comprehensive sample of this measure.

6. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results? How will they be implemented? If none, describe why changes were not needed.

While the EMHS program is meeting its standard measurements, several changes have been made to strengthen this program goal. Writing and research skills seem to be taking a great deal of time to develop in the student population. The EMHS faculty has renumbered and ordered the Research Methods course to be earlier in the program curriculum. Also, in cooperation with the Associate Studies department, the Technical English class is being focused more specifically on EMHS program needs that include stronger research and APA skills.

7. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors. The information obtained for this analysis was shared with the other faculty member, as future planning and curriculum is currently taking place. The faculty met at the beginning of the assessment process as a program to discuss the assessment objectives to be reviewed. The faculty is in the process of curriculum revision, and therefore already looking at ways to strengthen employability. This data will play into that piece. These results serve as a good baseline to later review when our curriculum is fully passed and implemented.

8. Describe your assessment plans for AY2015-16.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and

maintain. AY2015-2016 data will include analyzing data related to the student's abilities to communicate these research papers to the class in formal presentations.

Spring 2016 results for objective 3: Students must perform research related presentations in several core courses to become more comfortable with professional communication. (Rubric Used).

1. Results. What are the results of the planned assessments listed above? Describe below.
1. Present the summary data resulting from assessment activities

For Spring semester of 2016, two classes were chosen as representative samples. The junior level class Principles of Emergency Management was chosen along with a senior level class Disaster Vulnerability. Both classes had research presentations as part of their grade requirement. The same rubric was used to score the two classes since they were taught by the same professor.

The Principles of Emergency Management class had 19 students total. Seventeen of these students participated in this assessment and were therefore calculated into the presentation scores.

Presentation Class Statistics

Number of submitted grades: 19 / 19



Start %	Symbol		
0	F	2	10.53 %
60	D-	0	0 %
63	D	0	0 %
67	D+	0	0 %
70	C-	0	0 %
73	C	0	0 %
77	C+	0	0 %
80	B-	0	0 %
83	B	0	0 %
87	B+	0	0 %
90	A-	0	0 %
93	A	17	89.47 %

The Disaster Vulnerability class had 22 students total. Nineteen of these students participated in this assessment and were therefore calculated into the presentation scores. Results for Disaster Vulnerability (2235:420) for Spring 2016 were as follows:

Presentation Class Statistics

Number of submitted grades: 22 / 22	
Minimum:	F (0 %)
Maximum:	A (100 %)
Average:	B (85.45 %)
Mode:	A (100 %)
Median:	A (100 %)
Standard Deviation:	F (34.21 %) ?

Grade Frequency

Start %	Symbol		
0	F	3	13.64 %
60	D-	0	0 %
63	D	0	0 %
67	D+	0	0 %
70	C-	0	0 %
73	C	0	0 %
77	C+	0	0 %
80	B-	1	4.55 %
83	B	0	0 %
87	B+	0	0 %
90	A-	0	0 %
93	A	18	81.82 %

* Students that received an F did not present in either class.

For Principles of Emergency Management , 100% of students that participated in this assessment scored above the 80% benchmark reaching 100%. For Disaster Vulnerability, 100% of students that participated in this assessment scored at or above the benchmark of 80%. 81.82% scored 100%.

2. Standards and expectations for performance:

As indicated in the above data sets and results, the students in both sample classes are exceeding the set measurement for successfully performing research related presentations in several core courses to become more comfortable with professional communication. Students are graded on a rubric and have advanced knowledge of this rubric to fully prepare.

3. Meeting of standards:

Standards were met and exceeded with both samples that included a junior level course and senior level course.

What gaps were found between the standards for student learning and the actual results?

Obviously a goal would be that 100% of all students successfully complete the research related presentation scoring an 80% or above. The rubric will continue to be offered ahead of time, which has not been consistently done in the past.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The Emergency Management and Homeland Security program is always seeking to improve student performance, and increase the quality of research related class presentations to further their communication abilities toward success. This can be success in the field or in a graduate degree program. This is a solid comprehensive sample of this measure.

5. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results? How will they be implemented? If none, describe why changes were not needed.

While the EMHS program is meeting its standard measurements, several changes have been made to strengthen this program goal. The rubric will be uploaded and/ or handed out in advance. This will also be requested of all other faculty. The EMHS faculty has renumbered and ordered the Research Methods course to be earlier in the program curriculum which should help with additional research and presentation assistance earlier in the curriculum.

6. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors and two visiting professors. The information obtained for this analysis was shared with the other faculty members, as future planning and curriculum is currently taking place. The faculty is in the process of curriculum revision, and therefore already looking at ways to strengthen employability. This data will play into that piece. Creation and dissemination of rubrics, as well as at least a brief overview of the rubric and expectations along be asked from all EMHS professors.

7. Describe your assessment plans for AY2016-17.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and

maintain. AY206-2017 data will include analysis of data related to objective 1. Objective 1 states “Students must be able to analyze and interpret research through written communication”.

Fall 2016 results focusing on objective 1: Students must be able to analyze and interpret research through written communication. (Rubric Used).

1. Results. What are the results of the planned assessments listed above? Describe below.

For Fall 2016, the course Disaster Mitigation has been selected as a sample for this analysis. The Disaster Mitigation course is a junior level course that requires a research paper. The measure set is for the class to have an average of 80% or better on the research paper. The research paper has specific instructions to rely on the research pulled, and not on any personal experience or information concerning the subject chosen. The research should be interpreted and utilized as the basis of the paper. Eighteen out of 19 students submitted a term paper for review. The results were that on average student scores were an 81.48% which is a B- on the class grading scale. The measure was met with this sample.

a. Present the summary data resulting from assessment activities

Term Paper Class Statistics

Number of submitted grades: 18 / 19

Minimum:	<input type="text"/>	C- (70 %)
Maximum:	<input type="text"/>	A (96.67 %)
Average:	<input type="text"/>	B- (81.48 %)

2. Standards and expectations for performance:

As indicated in the above data sets and results, the students are exceeding the set measurement for successfully analyzing and interpreting research through written communication. Students are graded on a rubric and have advanced knowledge of this rubric to fully prepare. The scoring rubric is provided to students on the very first day of class.

3. Meeting of the standard: What gaps were found between the standards for student learning and the actual results?

While the actual results were above the standard of 80%, they were not by much. While there was no gap between the standard and actual results, continuous improvement is always the goal.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The Emergency Management and Homeland Security program is always seeking to improve student performance and increase student proficiency. Analyzing and interpreting research through written communication is fundamental to their careers. This standard is often a task asked of EMHS specialists in preparing reports or conducting research for best practice in disaster planning. The standard is deemed an effective standard and will continue to be assessed and monitored through the years of assessment reporting.

5. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results? How will they be implemented? If none, describe why changes were not needed.

While the EMHS program is meeting its standard measurements, it always strives to do better. There are several university tools available to assist students with research and written communication. The writing lab allows online review submission. Many students are simply not aware of these educational support resources. The Disaster Mitigation class will move forward to make students more aware of these opportunities for help by putting the web link on the learning platform and/ or in the syllabus. The program in general will also be encouraged to point out support resources to students for further awareness.

6. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors and one visiting professor. The information obtained for this analysis was shared with the other faculty members through an email request to include writing lab and other helpful student resource links in the syllabus for next semester.

7. Describe your assessment plans for Spring 2017.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and maintain. Spring 2017 data will include analysis of data related to objective 4. Objective 4 states "Students must be able to gather and determine quality research sources for assignments and papers".

Spring 2017 results focus on objective 4 "Students must be able to gather and determine quality research sources for assignments and papers".

1. Results. What are the results of the planned assessments listed above? Describe below.

For Spring 2017, 25 student research papers were assessed in Disaster Mitigation. This is a junior level class that requires a research paper with proper creditable sources. The directions are provided in the syllabus about proper source use and a rubric is used which involves a section on

research quality. The standard is that students complete the research with a class average of 80% or above for the Spring 2017 semester.

- a. Present the summary data resulting from assessment activities

As shown in the table below 23/ 25 students submitted a term paper. The class average was well above the 80% measure at an 89.13%.

Term Paper Class Statistics

Number of submitted grades: 23 / 25

Minimum:	<input type="text"/>	C (73.33 %)
Maximum:	<input type="text"/>	A (100 %)
Average:	<input type="text"/>	B+ (89.13 %)

2. Standards and expectations for performance:

As indicated in the above data sets and results, the students are exceeding the set measurement. The Professor provided extra support in finding quality research by posting the step by step process of using the library electronic journal sites. It was thought that if a five step guide was posted, students would have fewer excuses for not pulling or gathering quality sources. The research can be pulled electronically so there is not even a need to step foot in the physical library. The standard was set at an 80% average score. A class average of an 89% is excellent in this case.

3. Meeting of the standard: What gaps were found between the standards for student learning and the actual results?

The actual results were above the standard of 80%. While there was no gap between the standard and actual results, continuous improvement is always the goal.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The conclusion was that overall scores on the paper went up significantly between two semesters while the sample size remained relatively the same. This is a good finding. The rationale for the change could be that the Professor posted and directed students repeatedly to the five step process in accessing the university library database electronically.

5. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results? How will they be implemented? If none, describe why changes were not needed.

The Professor will continue to post this process for all classes on the learning platform. It is a finding that she does not do this consistently for all classes, but thinks it is a good idea to continue and standardize.

6. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors and one visiting professor. The information obtained for this analysis was shared with the other faculty members through an email request to include the five step process in accessing the university electronic journal site to their students.

7. Describe your assessment plans for Fall 2018.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and maintain. Fall data will begin the second full round of assessment. Therefore, the cycle will begin back at the first assessed objective, number 5 which states “ Students must complete a 300 hour field experience/ internship under both a mentor and faculty guidance before graduating”.

Fall 2018 assessment:

Fall 2018 begins the second round of assessment. As of Spring 2017 all learning objectives have been assessed at least once. Fall 2018 begins again with objective #5: which states “Students must complete a 225 hour field experience/ internship under both a mentor and faculty guidance before graduating”.

Spring and Summer 2018 Results on Objective #5

1. Results. What are the results of the planned assessments listed above? Describe below.
 - c. Present the summary data resulting from assessment activities

Data was collected for objective 5 over the Spring 2017 and Summer 2018 semesters. The internship course is offered twice a year in Spring and Summer, it is not offered in fall semesters.

- Spring 2017, Fourteen students completed the 225 hour Internship course. Out of those 14 students, 13 received a grade of an A (one was a C). All spring students successfully completed the Internship course. Roughly 92.8% completed it with an A, indicating that the agency supervisors ranked them as “Superior performance” and also commented that they would hire the students if funding was available.

- Summer 2018, twenty nine students were placed in the summer internship. One student received an incomplete status for a time extension. Twenty seven received an A in their internship course meaning that they were ranked as superior performance by an agency supervisor, and also were noted that they would hire the students if funding was available. One student received a B. Therefore of those students that completed their internship, 100% were successful.

2. Standards and expectations for performance:

The internship has a detailed list of expectations and performance. General requirements are the completion of 225 hours under the mentorship of an EMHS or related agency supervisor, and a faculty member. Students must complete a report detailing their work experience, document their main tasks and hours, and also submit a supervisor evaluation form. The form provides a basis for a grade, and also qualitative comments about strong/ weak points and potential for hire.

3. Meeting of standards:

Standards were met for all students in the internship except for two of the data set. One was rated a C performance and one was rated a B, however the overall internship performance mark exceeds expectations. Overall 97.6% received an "A" score, and all 100% passed the internship.

What gaps were found between the standards for student learning and the actual results? Obviously a goal would be that 100% of all students involved in the internship would be viewed as hireable after their work performance and be scored an "A". The program is satisfied with this measure.

4. Conclusions and Discoveries. What conclusions or discoveries were made from these results? Describe below. Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different outcomes, measures, analysis, etc. needed?

The Emergency Management and Homeland Security program is always seeking to improve student field performance, and increase the rate of potential hire. A senior Professionalism class has been put on the books as an elective to bring more field professionals into the classroom, and discuss more clearly what is expected and appreciated in potential hires. This course seems to be helpful in improving internship quality.

5. Use of Results. What changes in curriculum, instructional strategies, course content, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected

performance and actual results? How will they be implemented? If none, describe why changes were not needed.

The Professionalism course is being discussed as a requirement, however due to the tight curriculum this may not be possible. It is continually offered as an elective.

6. Dissemination of Results, Conclusions and Discoveries. How and with whom were the results shared? Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

The EMHS faculty consists of two full time professors. The information obtained for this analysis was shared with the other faculty member, as future planning and curriculum is currently taking place. The faculty met at the beginning of the assessment process as a program to discuss the assessment objectives to be reviewed. The faculty is in the process of curriculum revision, and therefore already looking at ways to strengthen employability. This data will play into that piece.

7. Describe your assessment plans for AY2018-19.

In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and maintain. AY2018-2019 data will include analyzing data related to the student's abilities to write successful senior research papers, as the faculty work toward strengthening those skills through more focused curriculum choices.