

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,
 - f. Report Submitted by: Dr. Stacy Willett
 - g. Phone/email: X8317 Smuffet@uakron.edu
 - h. Dates Submitted: Program goal 5: September 15, 2014, Program goal 2: September 21, 2015.

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 could be applied to private sector, hospital, non-profit, and government sector 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 and interpret research articles 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 differentiate between qualitative and quantitative research methods.
 5. **Students must complete a 300 hour field experience/ internship under both a mentor and faculty guidance before graduating. (Spring & Summer 2014)**

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

3. 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.

- Fall 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.

- b. 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.

- c. 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).

8. 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 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 %

b. 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.

c. Meeting of standards:

Standards were met at both 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 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.

9. 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 representative sample of this measure.

10. 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.

11. 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.

12. Describe your assessment plans for AY2015-16.

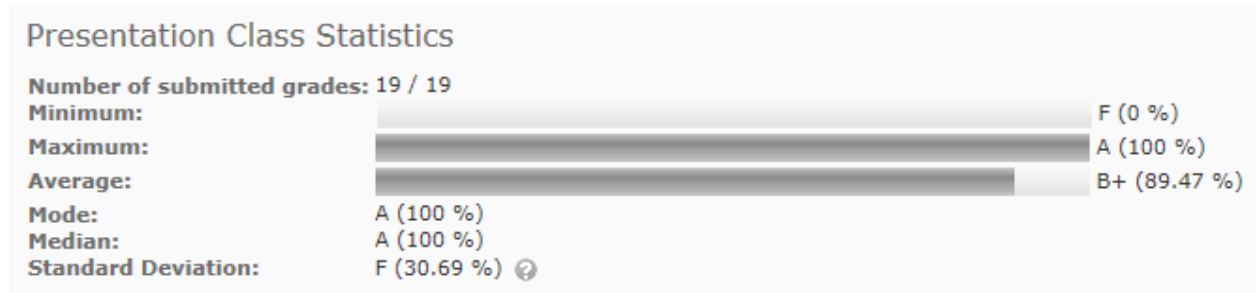
In writing the objectives, the faculty predetermined that these would be measurable by evaluations, specific test questions, rubrics, or other measures in which the data is fairly easy to keep and maintain. AY2015-2016 data will include analyzing data related to the student's abilities to communicate 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.
 - a. Present the summary data resulting from assessment activities

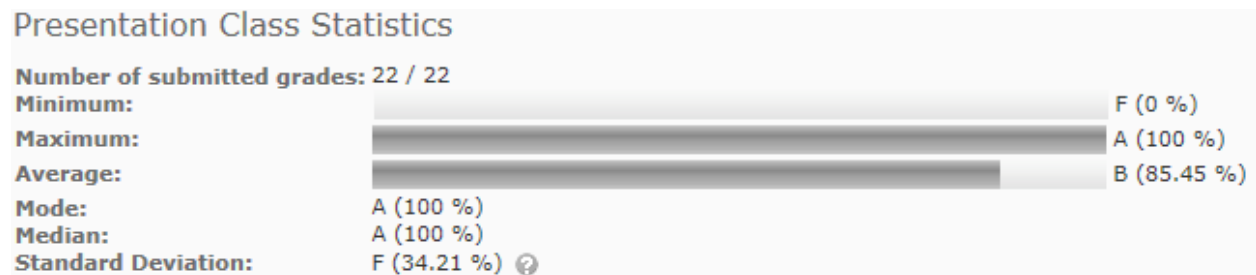
For Spring semester of 2016, two classes were chosen as representative samples. The junior level class Principles of Emergency Management was chosen along with a senior level class Disaster Vulnerability. Both classes had research presentations as part of their grade requirement. The same rubric was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



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:



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%.

b. 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.

c. 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.

2. 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.

3. 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.

4. 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.

12. 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 articles through written communication".