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.

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Please use the charts below to summarize the assessments conducted during AY 2021-2022

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| | | | |
| 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. |
| | | | |

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.)

### Disaster Mitigation Rubric
### SCORING GUIDE:

| | | |
|---|---|---|
| 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 | |
| TOTAL SCORE | 30 | |

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](mailto:jgh2@uakron.edu).)

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Each program (degree/certificate) is required to submit an assessment update annually.  If some degrees or certificates

Indicate (by year) the last reported assessment of this SLO.  Briefly summarize the notable findings described in that report                                        .
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.)

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          assessments of student work, you may also include any           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.

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).

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.)

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.

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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| end. | | |
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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.

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

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