**Doctoral Assessment Plan**

* In keeping with University policy, the department will assess program level learning objectives over a 5-year period, with one to two objectives being assessed each academic year.
* Color coding for 5-year period in which objective assessed: Year 1: 2017 = Purple, Year 2: 2018 = Green, Year 3: 2019 = Blue, Year 4: 2020 = Orange, Year 5: 2021 = Red
* Assignments graded by instructor initially using class grade sheets/rubrics and then forwarded for program evaluation purposes to the Assessment Coordinator and Department Head for evaluation against the undergraduate program rubric. Due to the small size of the department, these two individuals are the functional equivalent of an Assessment Committee in larger departments.
* Threshold Sought for Introducing and Developing: 100% of students at expected level against program rubric.
* In any instance where the threshold is not met, issues would be brought up at the next monthly department assessment-focused meeting.
* Subsequent decisions or changes made in response to deficiencies would be reported in the annual departmental assessment report.

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| --- | --- | --- | --- | --- | --- |
| *Objectives* | Introducing | | Developing | | Demonstrating Competence |
|  | *Course* | *Assignment* | *Course* | *Assignment* | *Assignment* |
| Suggest implications regarding the evolution of emergency management for policy, practice, and research | EMGT 720  EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Paper | Comprehensive Exam  Dissertation |
| Paper |
| Exam | Paper |
| Paper | Paper |
| OTS/Quiz | Paper |
| Demonstrate extensive knowledge of the literature associated with the academic discipline within two of the four areas of specialization within emergency management (i.e. preparedness, response, recovery, mitigation) | EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Paper | Comprehensive Exam  Dissertation |
| Exam |
| Paper | Paper |
| Paper | Paper |
|  | Paper |
| Synthesize academic literature and use it to develop insights, make inferences and/or draw conclusions about the current state of knowledge (e.g. challenges, opportunities and trends) and the status of theory on key topics within the discipline’s purview | EMGT 720  EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Paper | Comprehensive Exam  Dissertation |
| Paper |
| Exam | Paper |
| Paper | Paper |
| Paper | Paper |
| Formulate approaches to emergency management endeavors on the basis of empirical evidence and the contexts and units of analysis in which emergency management must occur | EMGT 720  EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Paper | Comprehensive Exam  Dissertation |
| Paper |
| Exam | Paper |
| Paper | Paper |
| Paper | Paper |
| Assess the major methods/analytical approaches and research standards related to the discipline | EMGT 720  SOC/COMM Quant and Qual  STAT 725 | Paper | EMGT 894  Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Submitted manuscript | Comprehensive Exam  Dissertation |
| ? | Paper |
| ? | Paper |
|  | Paper |
| Paper |
| Produce original emergency management research grounded in the literature of the academic discipline and the disciplinary research standards | EMGT 720  SOC/COMM Quant and Qual  STAT 725 | Paper | EMGT 894  Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Submitted manuscript | Comprehensive Exam  Dissertation |
| ? | Paper |
| ? | Paper |
|  | Paper |
| Paper |
| Assess the significance of this research to emergency management research, practice, and policy | EMGT 720  SOC/COMM Quant and Qual  STAT 725 | Paper | EMGT 894  Any 2 of:  EMGT 861  EMGT 862  EMGT 863  EMGT 864 | Submitted manuscript | Comprehensive Exam  Dissertation |
| ? | Paper |
| ? | Paper |
|  | Paper |
| Paper |

**Doctoral Program Learning Objective Evaluation Sheet**

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| The assessment committee OR the dissertation committee (whichever is appropriate to the assessment point at hand) completes this form together for the purposes of identifying where the individual student is at developmentally relative to the appropriate program objectives. | | | | | |
| Student Name: | | Date: | | | Assessment Point: |
| Program Objective | Competence is recognized when all of the criteria listed for each objective are demonstrated in the response to the prompt. | | List any unmet criteria | Indicate the committee’s decision regarding whether the student was at the Introducing, Developing, or Competent level for each objective (appropriate to the assessment year and assignment) AND provide a rationale for any criteria identified as not met that led to the committee’s conclusion. | |
| Suggest implications from the evolution of emergency management for policy, practice, and research | 1. Suggested implications: 2. Are grounded in sufficient and appropriate academic literature 3. Are appropriate to the prompt/topic/assignment 4. Are based on accurate understanding of the history/evolution of emergency management 5. Implications are distinct and clear for each respective component (i.e. policy, practice, research). | |  |  | |
| Demonstrate extensive knowledge of the literature associated with the academic discipline within two of the four areas of specialization within emergency management (i.e. preparedness, response, recovery, mitigation) | 1. Able to critically analyze the context that provides an explanation for, or understanding of, the history and current status of research concerning the functional area. 2. Accurately describes and evaluates the literature related to the functional area from a range of sources (given what is available on the topic) 3. Accurately describes and evaluates the literature related to the functional area from a range of academic disciplines (given those working on the topic) 4. Is able to accurately describe and evaluate methodological and theoretical foundation of the work associated with the functional area 5. Is able to accurately describe and evaluate the theoretical components (i.e., concepts, classifications, typologies, models, theories) related to the functional area (should any exist) 6. Able to support literature exploration with respect to 1-5 above accurately, appropriately and consistently/thoroughly with relevant literature. | |  |  | |
| Develops insights, make inferences and/or draw conclusions about the current state of knowledge (e.g. challenges, opportunities and trends) and the status of theory on key topics within the discipline’s purview | 1. Insights, inferences, and conclusions demonstrate: 2. Synthesis of academic the literature from various sources related to the topic 3. Synthesis of academic literature from various disciplines 4. Appropriateness and thoroughness given the available academic literature | |  |  | |
| Formulate approaches to emergency management endeavors | 1. Articulated approaches to developing theory, producing research, improving practice, and/or developing policy: 2. Demonstrate synthesis of academic the literature from various sources related to the topic 3. Demonstrate synthesis of academic literature from various disciplines 4. Are appropriate and thorough given the available academic literature 5. Demonstrate knowledge and understanding of the contexts in which emergency management must occurs 6. Demonstrate knowledge and understanding of the units of analysis in which emergency management endeavors take place. | |  |  | |
| Assess the major methods/analytical approaches and research standards related to the discipline | 1. Provides a thorough analysis of methods and approaches used as appropriate for prompt. 2. Analysis 3. Is not wrong 4. Is supported by ample and appropriate evidence from the academic/methodological literature 5. Is mentioned/leveraged in consistent ways throughout the response | |  |  | |
| Create new knowledge in a manner consistent with the disciplinary research standards | 1. Research meets the all the criteria set forth in the Research Standards for the Academic Discipline of Emergency Management (2015) | |  |  | |

**Master’s Assessment Plan**

* In keeping with University policy, the department will assess program level learning objectives over a 5-year period, with one to two objectives being assessed each academic year.
* Color coding for 5-year period in which objective assessed: Year 1: 2017 = Purple, Year 2: 2018 = Green, Year 3: 2019 = Blue, Year 4: 2020 = Orange, Year 5: 2021 = Red
* Assignments graded by instructor initially using class grade sheets/rubrics and then forwarded for program evaluation purposes to the Assessment Coordinator and Department Head for evaluation against the undergraduate program rubric. Due to the small size of the department, these two individuals are the functional equivalent of an Assessment Committee in larger departments.
* Threshold Sought for Introducing and Developing: 80% of students at expected level against program rubric.
* In any instance where the threshold is not met, issues would be brought up at the next monthly department assessment-focused meeting.
* Subsequent decisions or changes made in response to deficiencies would be reported in the annual departmental assessment report.

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| *Objectives for Comp Study and Thesis Track* | Introducing | | Developing | | Demonstrating Competence |
|  | *Course* | *Assignment* | *Course* | *Assignment* | *Assignment* |
| Suggest implications regarding the evolution of emergency management for policy and practice | EMGT 720 | Paper | EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Oral Exam (CS)  Thesis (T) |
| Exam |
| Paper |
| OTS/Quiz |
| Articulate how threshold concepts of the academic discipline might shape and/or be applied in emergency management endeavors | EMGT 720 | Paper | EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Oral Exam (CS)  Thesis (T) |
| Exam |
| Assignment |
| OTS/Quiz, Paper |
| Evaluate the opportunities and challenges for emergency management endeavors on the basis of empirical evidence and given the contexts and units of analysis in which emergency management must occur | EMGT 720 | Paper | EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Oral Exam (CS)  Thesis (T) |
| Exam |
| Assignment |
| Paper |
| Synthesize academic literature and use it to develop insights, make inferences and/or draw conclusions about key topics within the discipline’s purview | EMGT 720 | Paper | EMGT 761  EMGT 762  EMGT 763  EMGT 764 | Paper | Oral Exam (CS)  Thesis (T) |
| Exam |
| Paper |
| Model Assignment |
| *Additional Objectives for Thesis Track* | | | | | |
| Identify the major research methods and standards of the academic discipline | EMGT 720 | Paper | SOC/COMM Quant and Qual | ? | Thesis |
| Create new knowledge in a manner consistent with the disciplinary methods and standards | EMGT 720 | Paper | SOC/COMM Quant and Qual | ? | Thesis |
| Assess the significance of this knowledge to emergency management research, practice, and policy | EMGT 720 | Paper | SOC/COMM Quant and Qual | ? | Thesis |

**Master’s Program Learning Objective Evaluation Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The assessment committee OR the thesis committee (whichever is appropriate to the assessment point at hand) completes this form together for the purposes of identifying where the individual student is at developmentally relative to the appropriate program objectives. | | | | | |
| Student  Name: | Date: | Thesis or Comp Study Track: | | | Assessment Point: |
| Program Objective | Competence is recognized when all of the criteria listed for each objective are demonstrated in the response to the prompt. | | List any unmet criteria | Indicate the committee’s decision regarding whether the student was at the Introducing, Developing, or Competent level for each objective (appropriate to the assessment year and assignment) AND provide a rationale for any criteria identified as not met that led to the committee’s conclusion. | |
| Suggest implications from the evolution of emergency management for practice | 1. Suggested implications: 2. Are grounded in provided academic literature or resources 3. Are appropriate to the prompt/topic/assignment 4. Are based on accurate understanding of the history/evolution of emergency management | |  |  | |
| Articulate how threshold concepts of the academic discipline might shape and/or be applied in emergency management endeavors | 1. Links between key concepts and applications, as appropriate given prompt/topic/assignment, are: 2. Accurate 3. Demonstrate the range of how concept might be shape and/or be applied 4. Clear | |  |  | |
| Evaluate opportunities and challenges for emergency management endeavors. | 1. Evaluations of opportunities and challenges for emergency management endeavors reflect: 2. An appropriate and thorough review of provided academic literature/materials and/or guided literature review 3. Familiarity with the contexts in which emergency management must occur 4. Familiarity with the units of analysis in which emergency management endeavors take place | |  |  | |
| Develop insights, make inferences and/or draw conclusions about key topics within the discipline’s purview. | 1. Insights, inferences, and conclusions demonstrate: 2. Synthesis of academic the literature from various sources related to the topic 3. Synthesis of academic literature from various discipline. 4. Appropriateness and thoroughness given the available academic literature | |  |  | |
| Identify the major research methods and standards of the academic discipline | 1. Articulate the role of the Research Standards for the Academic Discipline of Emergency Management (2015) within the emerging discipline. 2. Describe the major research methods and key criteria associated with those standards. 3. Identify the Emergency Management Research Resource Guide and its role within the emerging discipline. | |  |  | |
| Create new knowledge in a manner consistent with the disciplinary research standards | 1. Research meets the all the criteria set forth in the Research Standards for the Academic Discipline of Emergency Management (2015) | |  |  | |