**Bachelor’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* | Introducing | | Developing | | Demonstrating Competence | |
|  | *Course* | *Assignment* | *Course* | *Assignment* | *Course* | *Assignment* |
| Describe the evolution of emergency management. | EMGT 101 | Assignment | EMGT 364  EMGT 363  EMGT 362  EMGT 361 | Quiz | EMGT 410 | Quiz |
| Assignment |
| Quiz |
| Quiz |
| Demonstrate understanding of threshold concepts of emergency management. | EMGT 101 | Activity | EMGT 364  EMGT 363  EMGT 362  EMGT 361 | Quiz | EMGT 410 | Quiz |
| Assignment |
| Quiz |
| Quiz |
| Analyze contexts in which emergency management must occur. | EMGT 101 | Assignment | EMGT 364  EMGT 363  EMGT 362  EMGT 361 | Scenario Based Activity  LDRM Assignment | EMGT 410 | Scenario Based Activity  Planner Paper |
| Assignment |
| Quiz |
| Quiz |
| Distinguish between the stakeholder groups involved in emergency management | EMGT 101 | Scenario Based  Assignment | EMGT 364  EMGT 363  EMGT 362  EMGT 361 | Scenario Based Activity  Quiz  LDRM Assignment | EMGT 410 | Scenario Based Activity |
| Assignment |
| Quiz |
| Quiz |
| Critique how emergency management have been/are undertaken on the basis of empirical evidence | EMGT 101  EMGT 281 | Assignment  Paper | EMGT 364  EMGT 363  EMGT 362  EMGT 361 | Weekly Wrap Up Assignments | EMGT 410 | Plan Evaluation Analyses |
| Assignment |
| Quiz |
| Quiz |
| Evaluate the significance of the skills, training, and experience pursued while seeking an emergency management degree in the context of other program learning objectives. | EMGT 222 | Individual Development Plan | EMGT 496 | Learning and Application Assessment Assignment | EMGT 410 | Planner Paper |

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| **Undergraduate Program Learning Objective Rubric** | | | |
|  | Introducing | Developing | Competence |
| Describe the evolution of emergency management. | With prompting, students can:   1. Identify the three components of emergency management 2. Provide an accurate description of the role each component plays in emergency management 3. Offer an accurate description of how each component has evolved over time | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Identify the role of the three components in the context of each of the following: preparedness, response, mitigation, and recovery 3. Provide an accurate description of how approaches to tasks and activities related to preparedness, response, mitigation, and recovery have evolved within each component | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Describe accurately the relationship between the three components and how that relationship can shape approaches to tasks and activities related to preparedness, response, mitigation, and recovery |
| Demonstrate understanding of threshold concepts of emergency management. | With prompting, students can:   1. Accurately recognize and define threshold concepts. | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Distinguish how threshold concepts differ from each other, e.g. how vulnerability is different from risk | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Describe accurately of the relationship between threshold concepts, e.g. describe how vulnerability is related to risk |
| Analyze the contexts in which emergency management occurs. | With prompting, students can:   1. Identify the three contexts in which emergency management must occur 2. Provide an accurate description of each context | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Identify the role the three contexts play in tasks and activities associated with each of the following: preparedness, response, 3. mitigation, and recovery | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Describe accurately how the three contexts shape approaches to tasks and activities related to preparedness, response, mitigation, and recovery |
| Distinguish between the stakeholder groups involved in emergency management. | With prompting, students can:   1. Identify the stakeholder groups involved in emergency management. 2. Provide an accurate description of each stakeholder group’s interests/priorities | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Identify the role of each stakeholder group in each of the following: preparedness, response, mitigation, and recovery 3. Recognize the relationships between the roles played by each stakeholder group in each of the following: preparedness, response, mitigation, and recovery | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Describe accurately how the tasks and activities related to preparedness, response, mitigation, and recovery pursued by the different stakeholder groups influence and/or are related to one another 3. Distinguish what incentivizes and/or limits engagement of the stakeholder groups in preparedness, response, mitigation, and recovery. |
| Critique how emergency management endeavors have been/are undertaken on the basis of empirical evidence. | With prompting, students can:   1. Describe why it is important to base our emergency management endeavors on empirical evidence | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Show how empirical evidence can be used to influence emergency management endeavors in preparedness, response, mitigation, and recovery | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Use empirical evidence to argue the appropriateness, effectiveness, and/or efficiency of emergency management endeavors in preparedness, response, recovery, and mitigation |
| Evaluate the significance of the skills, training, and experience pursued while seeking an emergency management degree in the context of other program learning objectives. | With prompting, students can:   1. Recognize the skills, training, and experience that is important to their development an emergency management professional. 2. Provide an accurate description of why these skills, training, and experience are important | With minimal prompting, students can:   1. Perform the items in the introducing category 2. Summarize the skills, training, and experience pursued while seeking the degree 3. Identify accurately strengths and shortcomings related to skills training, and experience pursued | Without prompting, students can:   1. Perform the items in the introducing and developing categories 2. Assess accurately individual readiness for the emergency management profession 3. Appraise truthfully individual effort and actions towards development |