## Homeland Security MS

**Program College: Arts and Sciences**

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**Approved by: Dr. Greg Handel, Dean of the Graduate School**     **Date: 25 May 23**

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, State, and nation.

**College of Arts and Sciences Mission.** The College of Arts & Sciences, the largest College at Northwestern State University, is a diverse community of scholars, teachers, and students working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**School of Social Sciences and Applied Programs.** The School of Social Sciences and Applied Programs at Northwestern State University is dedicated to the education of students for professional, leadership, academic, and research careers in the challenging fields of criminal justice, public safety, homeland security, public service and the social sciences. The school provides instruction across a broad range of concepts, with the ultimate goals of student attainment of excellence in analytical and critical thinking abilities, effective interpersonal, communication, problem-solving skills, moral commitment, and the acquisition of substantive bases of knowledge, necessary to secure positions in criminal justice, all levels of government, public policy, and private organizations. Using active learning, participatory pedagogy, and a Global perspective, the school holds a generalist orientation, through innovative analyses, in a student- centered, nurturing environment, and emphasizing an occupational context.

**Homeland Security Program Mission Statement:** From the Homeland Security Act of 2002 to the current National Security Strategy, students will gain a distinct appreciation for the complexities of homeland security organizations, leadership, policies, ethics, and challenges, through the review of pertinent literature, critical thinking, research, and reflective analysis and evaluation. The Master's Degree in Homeland Security is unique. It pushes students to

develop plausible solutions to the relentless national, international, and transnational threats currently challenging global security through the innovative delivery of transformative student learning experiences, preparing graduates for life and career success in this ever-growing occupational field.

**Purpose:** The master's program will prepare students to engage in research from a cross-national and global perspective. It prepares students for entry positions in government and the private sector. Understanding, influencing, and responding to government policy from a national, international, and global security perspective is increasingly critical. It will also prepare interested students to pursue further/additional advanced degrees in Homeland Security, Political Science, Strategic Leadership, or International Relations at other institutions.

**Methodology:** The assessment process for the MA/MS program is as follows:

(1)  Data from assessment tools (direct–indirect, quantitative, and qualitative) are collected and returned to the program coordinator.

(2)  The program coordinator will analyze the data to determine whether students have met measurable outcomes.

(3)  Results from the assessment will be discussed with the program faculty.

(4)  Individual meetings will be held with faculty teaching core graduate courses (show cause) if required.

(5)  In consultation with the HS Advisory Committee, the Program Coordinator will propose changes to measurable outcomes, assessment tools for the next assessment period, and, where needed, curricula and program changes.

**Note:** The Homeland Security Degree program assessment leverages four Student Learning Outcomes (SLO) expressing what the student will know, be able to do, or demonstrate when they complete the program. Every course within the program is nested in a student's learning outcome attainment. However, HS 5000, HS 5050, and HS 5200 are foundational and have been explicitly addressed in the first two SLOs due to their effect on a student's overall success in the program. The data from these courses are beneficial in the overall program design.

## Student Learning Outcomes:

**SLO 1. First and second-semester students will describe the historical evolution and context of early American domestic homeland security challenges from the establishment of the Department in 2002 through today's international and globalization challenges.**

Course Map: Tied to course syllabus objectives.

HS 5000: International Terrorism, Transnational Organized Crime, and Covert Ops (**Foundational Course)**
HS 5050: Homeland Security (**Foundational Course**)
HS 5650: International Security and Globalization (**Support Course**)

**Measure 1.1. (Direct – knowledge)**
On an annual basis, students enrolled in HS 5000 and HS 5050, required courses for HS Master's students, and HS 5650, a support course, will be administered course exams containing a series of questions taken from a question bank developed by a faculty committee designed to evaluate the student's basic knowledge and understanding of the foundational concepts, theories, strategies, and challenges of Homeland Security from early America through current international and globalization challenges. Eighty percent (80%) of enrolled students will be able to describe - demonstrate a basic understanding of the foundational concepts, theories, strategies, and challenges of Homeland Security from early America through current international and globalization challenges by scoring (85%) or higher on the exams.

**Findings: Met**

**Analysis:** In AC 2021-2022, the target was met. Students improved their ability to identify critical events in the evolution of homeland security by improving their rubric scores from 6.31 to 8.2. However, students did not do well in determining the roles and responsibilities of critical players – organizations performing the homeland security function and, most importantly, how this function is apportioned among numerous governmental and non-governmental agencies.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty developed scenarios requiring students to identify key players, offices, and organizations responsible for responding to natural, man-made, and terrorist events at the local, state, and federal levels. Students identified the role and responsibility of each agency, reflecting how the mix of organizations changes according to the type of event being responded to. These changes will improve the student's ability to determine how the homeland security enterprise is maintained not only by the Department of Homeland Security but rather how this function is shared among numerous governmental and non-governmental agencies. By doing so, the cycle of improvement will continue.

As a result of these changes in 2022-2023, 86% of students scored 7.4% on the rubric, reflecting the student's basic knowledge and understanding of the roles and responsibilities of critical players – organizations performing the homeland security function and, most importantly, how this function is apportioned among numerous governmental and non-governmental agencies. The average rubric score was 5.86 out of 10 on the rubric on this outcome. However, students still struggle to distinguish organizations, roles, and functions and routinely confuse first responders as organic to the Department of Homeland Security. As this topic is covered during the first couple of weeks in the course, the faculty believe students are not retaining the details of key historical events due to the vast number of organizations involved. Students may be better served by apportioning this instruction module over the entire first half of the semester. Focusing on current events and requiring

students to reflect on past events will allow students to associate better the lessons learned by organizations and gain a better appreciation for the evolution of the Homeland Security enterprise in AC 2023-2024.

**Decision:** In 2022-2023, the target was met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024. Faculty will reshape the first half of the course by apportioning the module on the evolution of Homeland Security from 1800 to the present over the first half of the semester. In doing so, students will better associate with organizations' mission, roles, and functions and appreciate how past events shaped the Homeland Security Enterprise. Questions and discussion boards will be designed to drive students to compare how past events caused policy and doctrine and its effects on security, the All-Hazards approach, and the units that support it. Faculty feel these changes will give students a better understanding of the evolution of Homeland Security.

These changes will improve the student's understanding of the history of the mission, roles, and functions of the various organizations that make up the Department while highlighting the interaction with first responders in the execution of the All-Hazards Approach.

**Measure 1.2. (Direct – Skill / Ability)**

Students will demonstrate their critical thinking and problem-solving skills through scenario-driven exercises in which they are required to analyze and develop a response to a homeland security situation. In their response, they must create a plan that contains relevant, justifiable, feasible, and actionable recommendations based on the information presented. Eighty (80%) of the students will score 13.6 (85%) or higher (max is 16) on the Critical Thinking – Problem-Solving Rubric.

**Findings: Met**

**Analysis:** In AC 2021-2022, the target was met. 86% of students scored 14.4 on the critical thinking-problem solving rubric. In the analysis, students successfully described the incident command system (ICS) and how it serves as a sound basis for the National Incident Management System (NIMS). Students identified what kind of research is being conducted by the nation's top research laboratories to protect critical infrastructure. The student did not do well in addressing the dual-use all-hazard systems currently being used by the DHS.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. To build upon students' understanding of the cycle of continued capabilities development, faculty will introduce how the US Government employs dual-use, all-hazards systems to protect US transportation systems and critical infrastructure in the scenario to be analyzed. Specifically, students studied dual-use security/safety systems used for transportation systems and those essential infrastructure components to address the risk of terrorism and other non-intentional hazards (manufactured or natural). These changes will improve the student's understanding of the maturing nature of capabilities development and how it drives the adaptations in the all-hazards doctrine.

As a result, the target was met in AC 2022-2023, with 82% of students scoring 13.8. on the

Critical Thinking – Problem-Solving Rubric. Students demonstrated their ability to decern the growth the dual-use all-hazard systems currently being used by the DHS. However, students could not adequately describe the Incident Command System (ICS), how it works, and why it is a sound basis for NIMS.

**Decision:** In 2022-2023, the target was met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the improvement cycle. Faculty will expand lessons on the Incident Command System (ICS), how it works, and why it is a sound basis for NIMS.

These changes will improve the student's understanding of the Incident Command System (ICS), which is used in all emergency incidents are managed. The system was developed by federal, state, and local wildland fire agencies during the 1970s.

**SLO 2. Third-semester students will know the role and functions of the various agencies comprising DHS and the US intelligence agencies in assessing foreign, domestic, and cyber threats, what counterterrorism strategies are in use to thwart terrorist aggression, and the constitutional issues associated with these strategies.**

Course Map: Tied to course syllabus below. HS 5100: Venue and Event Security
HS 5150: Domestic Terrorism Prevention and Analysis HS 5300: Constitutional Issues and Global Security HS 5400: Network Security and Cyberterrorism
HS 5750: Homeland Security Policy Seminar

**Measure: 2.1**. **(Direct – knowledge)**

On an annual basis, a sample number of research papers and projects from the courses above will be evaluated by a panel of faculty members using a standardized research paper rubric (attached). The papers and/or projects will be evaluated to determine if students can demonstrate a basic knowledge of fundamental principles of homeland security policy, domestic and international trends in terrorism, the evolving nature of cyberspace, and how the homeland security associated laws affect the operations of law enforcement and intelligence operations. At least (80%) of the students sampled will score (90%) or higher on the evaluation.
**Findings:** Target Met

**Analysis:** In 2021-2022, the target was met, with over 85% of students scoring an average of 90% or better on the application assignments and exercises that were presented to them throughout their coursework. Students were able to analyze and assess the current State of Homeland Security events and apply the knowledge to real-world scenarios.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty monitored current political trends impacting Homeland Security and implemented new material into the classroom to ensure students were exposed to current trends in the profession. Faculty evaluated new technology available to educators allowing for more realistic situations to be presented to students during their studies.

As a result, the target was met in AC 2022-2023. Over 87 percent of the students achieved a 90% or better score, which showed an improvement in this area. The changes that were made, positively impacted the understanding of the material by the students.

**Decision:** In 2022-2023, the target was met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement in student learning. Faculty will incorporate current trends from politics, world events, and other areas into the classroom to ensure students are receiving current information on the trends in Homeland Security. New technology will continue to be monitored to ensure students are exposed to the most accurate information available.

These changes will improve the student's ability to conduct research and understand homeland security principles and professional writing, thus ensuring continuous improvement.

**Measure: 2.2. (Indirect – Attitude)**

At the end of each semester, the program will sample students with a survey, which will state: "In my homeland security courses, I was provided a master's level of understanding of homeland security policy, strategy, threat assessment and trends, associated law and procedures, and how the various agencies interact across the spectrum of operations." Respondents will be able to respond with strongly agree, agree, neutral, disagree, or strongly disagree. At least 85% of students will respond that they strongly agree or agree with the statement.

**Findings:** Not Met

**Analysis:** In 2021-2022, the target was met. Students were provided multiple opportunities to provide feedback and address concerns or accolades with the curriculum throughout the academic term. After reviewing this feedback, the conclusion was made that the material being presented to the students meets their academic and professional needs.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty polled students formally and informally to monitor and assess student satisfaction with the presented content. Faculty also met formally and informally with professionals in the field to determine their employee needs and knowledge required to modify course content as needed to ensure students are prepared for real-world application.

As a result, in AC 2022-2023, the target was not met. The number of polled students was lower than anticipated. Although students were able to provide continuous feedback, it was not conducted in a formalized poll.

**Decision:** In 2022-2023, the target was not met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the improvement cycle. More formalized polls will be incorporated into the classroom to ensure consistent deployment of the poll to gather insightful information about the program.

These changes will improve the student's ability to provide input regarding various aspects of their program that will assist them in preparing for jobs within the Homeland Security profession, thus pushing the cycle of improvement forward.

**SLO 3. Fourth-semester students will demonstrate that they understand the current policies and procedures to mitigate, prevent and respond to a disaster, analyze, and implement regimens for safety and risk reduction, the ethics of care and compassionate leadership, and the mechanisms for measuring all-hazards threat and recovery.**

Course Map: Tied to the course syllabus below.

HS 5050: Homeland Security
HS 5200: Research Design and Methods in Homeland Security
HS 5350: Executive Leadership, Diplomacy, and Ethics in Homeland Security
HS 5500: Counterterrorism, Intel Analysis, and Advanced Criminal Investigations
HS 5550: Advanced Cyber-forensics and Cyberwarfare Issues
HS 5600: Managing Chaotic Organizations
HS 5700: Peace Studies, Conflict Transformation, and Global Security

**Measure 3.1. (Direct – Knowledge / Ability)**

At the end of their fourth semester, students will be given scenarios assessing their knowledge and ability to conduct risk assessments, implement mitigation measures, navigate leadership challenges, and know the foundational concepts of the all-hazards approach to the emergency management process through scenario-driven exercises. Eighty percent (80%) of enrolled students will score (85%) or higher on a battery of questions demonstrating an ability to conduct risk assessments, implement mitigation measures, navigate leadership challenges, and know the foundational concepts of the all-hazards approach to the emergency management process.

**Findings: Met**

**Analysis:** In AC 2021-2022, the target was met, with 90% of students scoring 85% or higher on a battery of questions designed to demonstrate the student's knowledge of how to conduct risk assessments, implement mitigation measures, navigate leadership challenges, and understand foundational concepts of the all-hazards approach to the emergency management process. However, despite this continued growth, faculty felt students needed to improve their understanding of the limitations of intelligence and how to leverage intelligence support to national policy better.

Based on the AC 2021-2022 results analysis, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty had students develop an intelligence estimate based on an intelligence failure, balanced with current capabilities development and an associated decision matrix addressing national policy concerns.

As a result, in AC 2022-2023, the target was met as 93% (23/25) of students scored 85% or higher in demonstrating an adequate level of understanding of the limitations of intelligence and how it could be better leveraged in support of national policy. However, students did not do well in describing how to reverse decades of cultural differences and turf battles between the various intelligence agencies of the US Government such that terrorist plots like the one that led to 9/11 can be better prevented in the future.

**Decision:** In 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement faculty will develop a scenario that requires students to analyze and present how options for reversing perceived cultural differences between the various intelligence agencies of the US Government consider their mission, roles, function, and budget.

These changes will improve the student's ability to appreciate the intangible forces that either support or detract from numerous agencies working as a system instead of simply providing specific capabilities.

**Measure 3.2. (Direct – Skill / Ability)**

Two or more faculty members will review position paper submissions by students using the Critical Thinking – Problem-Solving Rubric (16 points) (attached), in which they are required to analyze and respond to some aspects of Homeland Security, Policy, Strategy, or Leadership. The paper requires all students to demonstrate the capacity to critically analyze information objectively and engage in developing, assessing, determining, compiling, and selecting a potential solution that best supports their position. At least 85% of projects, papers, and presentations evaluated will score 90% (14.4/16) or higher.

**Findings: Met**

**Analysis: I**n AC 2021-2022, the target was Met. Students presented much-improved papers and projects written at the graduate level, demonstrating their ability to write, apply, and communicate on various topics. Over 90% of students who submitted papers and reviewed writings scored over 90%. The collaboration between faculty is increasing the consistency with the teaching methods and direction provided to students.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty expanded the opportunity for students to collaborate across the curriculum on projects and writing assignments to demonstrate the multiple-disciplined nature of homeland security doctrine. Faculty formed a cohort committee to ensure subject evaluation expertise of student assignments. These changes improved the student's ability to apply knowledge gained, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2022-2023. 23/25 (92%) of students scored over 90% on their ability to collaborate across the curriculum on projects and writing assignments to demonstrate the multiple disciplined nature of homeland security doctrine. However, faculty found that students could not adequately describe how the emergency declaration process

works. Therefore, in 2023-2024, students will develop scenarios that require them to describe the process by which Presidential, Governor and or Chief uses make a Disaster Declarations and describe the process for and types of assistance available upon that declaration.

**Decision:** In 2022-2023, the target was met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the improvement cycle. Faculty will have students develop scenarios that require them to describe the process by which Presidential, Governor and or Chief makes Disaster Declarations and explain the process for and types of assistance available upon that declaration.

These changes will improve the student's ability to understand the process used to access various levels of government support and the types of support by the level of government.


**SLO 4. Students will demonstrate proficiency in evaluating and analyzing Homeland Security research and being able to frame their research questions.**

Course Map: Tied to the course syllabus below.

HS 5200: Research Design and Methods in Homeland Security
HS 5900: Graduate Seminar for Thesis Research and Writing Methods in HS.

**Measure 4.1. (Direct – Knowledge)**

Eighty-five percent (85%) of students taking the comprehensive examination will demonstrate proficiency on Part I of the exam, which requires students to analyze and critique three foundational and standardized questions.

**The evaluation is based on a skill assessment Comprehensive Exam Rubric (attached).** The rubric consists of five skill assessment areas, which faculty use to grade the exam using a score from zero (low proficiency/fail) to three (Accomplished proficiency). A combined score of 30 (minimum of 10 points per question) and above on the rubric will demonstrate student proficiency on this part of the comprehensive exam.
The Graduate Program Coordinator evaluates and reports scores. Students need a minimum score of 20 (10 points per question) to pass the two remaining questions focused on their specific areas of interest.

**Findings:** Met

**Analysis: I**n AC 2021-2022, the target was met. 100% of the students that submitted the comprehensive exam successfully passed it, demonstrating their knowledge and understanding of the program goals, outcomes, and objectives.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty introduced new questions on the comprehensive exam, challenging student knowledge of developing fields of study in the diversity of the homeland security doctrine, the ever-changing nature of security law, such as immigration, the rise of White Nationalism, and the increasing

occurrence of disinformation and domestic terrorism. By doing so, students will maintain relevancy in homeland security doctrine as it applies to evolving threats, thereby pushing the cycle of improvement forward.

As a result, the target was met in AC 2022-2023. 100% of the students that submitted the comprehensive exam successfully passed it, demonstrating their knowledge and understanding of the program goals, outcomes, and objectives.

**Decision:** In 2022-2023, the target was met. Although 100% of the students passed the exam, there is room for improvement and faculty will continue to provide questions regarding current trends in homeland security such as border protection. Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement and update the comprehensive exam to ensure that the content continues to be relevant.

These changes will improve the student's ability to remain current in homeland security and demonstrate an understanding of contemporary homeland security events.

**Measure 4.2. (Direct - Knowledge)**

Ninety percent (90%) of thesis and non-thesis proposals will demonstrate student proficiency in developing research questions about political-security phenomena that directly relate to and expand upon an existing theoretical body of knowledge.

Committee members will score the proposal at the end of each thesis and non-thesis proposal using the Thesis – Non-Thesis Assessment Rubric (**see attachment**). The rubric consists of twelve skill assessment items, which the thesis committee members will score from low to high proficiency. A cumulative score of 125 or more will demonstrate mastery.

**Findings: Met**

**Analysis:** In AC 2021-2022, the target was Met. This metric was met and exceeded. Over 90% of students who prepared thesis and non-thesis proposals demonstrated proficiency in their research development of current situations. The goal of achieving over 150/200 on the rubric was met.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty worked collectively to review the rubric to ensure that it accurately measures student performance as it relates to the skill set being measured. The 12 skills currently being assessed will be reviewed semi-annually to ensure alignment with program and course outcomes. The content in 5200 and 5900 will be reviewed, and the assignments will be reevaluated to ensure that the course outcomes are focused on the program outcomes. These changes improved the student's ability to develop and conduct research, thereby continuing to push the improvement cycle forward.

As a result, in AC 2022-2023, the target was Met. This metric was met and exceeded. Over 95% of students who prepared thesis and non-thesis proposals demonstrated

proficiency in their research development of current situations. The goal of achieving over 150/200 on the rubric was met.

**Decision:** In 2022-2023, the target was met. Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement in student learning. Faculty will continue working collectively to review the rubrics to ensure student performance is accurately measured. The 12 skills currently being assessed will be reviewed annually to ensure alignment with program and course outcomes. The content in 5200 and 5900 will be reviewed, and the assignments will be reevaluated to ensure that the course outcomes are focused on the program outcomes.

These changes will improve the student's ability to conduct research and develop analytical thinking, pushing the improvement cycle forward.

**Measure 4.3. (Direct - Knowledge)**

Ninety percent (90%) of student thesis and or non-thesis papers will use the most appropriate methodology for the research question/hypotheses addressed. At the end of each thesis, Paper-in-Lieu, or Project, committee members will score the submission utilizing the Thesis – Non-Thesis Assessment Rubric (see attachment). The rubric consists of twelve skill assessment items, which the thesis committee members will score from low proficiency to highly proficient. A score of 125 or higher will demonstrate proficiency. The Program Coordinator will evaluate and report scores.

**Findings: Met**

**Analysis: I**n AC 2021-2022, the target was Not Met. Less than the desired 90% of students utilized the most appropriate methodology for the research. Students often created an incorrect research methodology for the selected research project. It was determined that students would usually modify their research questions and objectives, which led to the incorrect methodology being applied.

Based on the AC 2021-2022 results analysis, the faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement in student learning. Faculty developed additional material and assignments to help students understand the proper research methodology that should be utilized in various scenarios and situations. These changes improve the student's ability to conduct research, thereby continuing to push the cycle of improvement forward.

As a result, in AC 2022-2023, the target was Met.

**Decision:** In 2022-2023, the target was Met.   Based on the 2022-2023 results analysis, the faculty will implement the following changes in 2023-2024 to drive the improvement cycle. A continued focus on research methods and proper research application will be part of the curriculum within Homeland Security.

These changes will improve the student's ability to conduct research, apply analysis to research questions and select appropriate research methods, thereby continuing to push the cycle of improvement forward.

**Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results.** The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the AC 2021-2022 results analysis.

- SLO 1. Measure 1.1. Faculty developed scenarios requiring students to identify key players, offices, and organizations responsible for responding to natural, man-made, and terrorist events at the local, State, and federal levels. Students identified the role and responsibility of each agency, reflecting how the mix of organizations changes according to the type of event being responded to. These changes improved the student's ability to determine how the homeland security enterprise is maintained not only by the Department of Homeland Security but rather how this function is shared among numerous governmental and non-governmental agencies.

- SLO 1. Measure 1.2. Faculty implemented the following changes in to drive the improvement cycle in student learning. To build upon students' understanding of the cycle of continued capabilities development, faculty will introduce how the US Government employs dual-use, all-hazards systems to protect US transportation systems and critical infrastructure in the scenario to be analyzed. Specifically, students studied dual-use security/safety systems used for transportation systems and those essential infrastructure components to address the risk of terrorism and other non-intentional hazards (man-made or natural). This change improved the student's understanding of the maturing nature of capabilities development and how it drives the adaptations in the all-hazards doctrine.

- SLO 2. Measure 2.1. Faculty monitored current political trends impacting Homeland Security and implemented new material into the classroom to ensure students were exposed to current trends in the profession. Faculty evaluated new technology available to educators allowing for more realistic situations to be presented to students during their studies.

- SLO 2. Measure 2.2. Faculty polled students formally and informally to monitor and assess student satisfaction with the presented content. Faculty also met formally and informally with professionals in the field to determine their employee needs and knowledge required to modify course content as needed to ensure students are prepared for real-world application.

- SLO 3. Measure 3.1. Faculty implemented the following changes in AC 2022-2023 to drive the improvement cycle in student learning. Faculty had students develop an intelligence estimate based on an intelligence failure, balanced with current capabilities development and an associated decision matrix addressing national policy concerns. As a result, students better understand the limitations of intelligence and how it could be better leveraged in support of national policy.

- SLO 3. Measure 3.2. Faculty expanded the opportunity for students to collaborate across the curriculum on projects and writing assignments to demonstrate the multiple-disciplined nature of homeland security doctrine. Faculty formed a cohort committee to ensure subject evaluation expertise of student assignments. These changes improved the student's ability to apply knowledge gained, thereby continuing to push the cycle of improvement forward.

- SLO 4. Measure 4.1. Faculty introduced new questions on the comprehensive exam, challenging student knowledge of developing fields of study in the diversity of the homeland security doctrine, the ever-changing nature of security law, such as immigration, the rise of White Nationalism, and the increasing occurrence of disinformation and domestic terrorism. By doing so, students will maintain relevancy in homeland security doctrine as it applies to evolving threats, thereby pushing the cycle of improvement forward.

- SLO 4. Measure 4.2. Faculty worked collectively to review the rubric to ensure that it accurately measures student performance as it relates to the skill set being measured. The 12 skills currently being assessed will be reviewed semi-annually to ensure alignment with program and course outcomes. The content in 5200 and 5900 will be reviewed, and the assignments will be reevaluated to ensure that the course outcomes are focused on the program outcomes. These changes improved the student's ability to develop and conduct research, thereby continuing to push the improvement cycle forward.

- SLO 4. Measure 4.3. Faculty developed additional material and assignments to help students understand the proper research methodology that should be utilized in various scenarios and situations. These changes improve the student's ability to conduct research, thereby pushing the improvement cycle forward. Faculty continued to work with and advise students and assist them in developing proposals for their Thesis or Paper in Lieu. The process for the proposed development was a significant component of HS 5200, and students had ample opportunities to revise and update their proposals for HS 5900.

**Plan of Action Moving Forward.**

Student learning outcomes continue to guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume academic program assessments have not been affected – the degree of which is based on individual programs. The University's commitment to extraordinary educational and experiential student learning opportunities is evident through increased enrollment, even during these trying times.

Looking ahead to AC 2023-2024, and in keeping with our continuous improvement model, faculty have enacted significant changes in the admission process, seeking to address the discrepancies between academic success for applicants and impediments to their admission. It has been found in the assessments that students who have been admitted provisionally, primarily due to low GRE scores, often possess the qualities necessary to succeed in a graduate program. Faculty will closely monitor these new cohorts' progress through continuous assessment.

Changes to student learning outcomes will primarily concentrate on the target scores and desired percentage of students achieving these goals. Based on the current and prior results, faculty believe the outcomes address the most critical areas for student success. As a vital component of the continuous improvement model, faculty will continue surveying students in every course to ensure goals for their learning are met.

| Dimension Assessed | Accomplished 4 | Proficient 3 | Developing 2 | Beginning 1 |
|---|---|---|---|---|
| **(Inquire)** <br><br>**Identify and define key issue/s and/or problem/s** | Clearly, accurately, and appropriately identifies key issue/s and/or problem/s. | Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning. | Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning | Most or all key issues/ and/or problem/s are not identified or defined or are identified or defined inaccurately. Meaning is unclear. |
| **(Analyze)** <br><br>**Present and Analyze Data/ Information** | Presents appropriate, sufficient, and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning. | Presents sufficient and appropriate data/information. Generally, analyzes data/information for accuracy, relevance, and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning. | Presents some appropriate data/information. May miss or ignore relevant data /information. Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning. | Does not present relevant and appropriate data/information. Fails to analyze or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis. |
| **(Evaluate)** <br><br>**Apply a Multi- Dimensional approach/ Consider context** | Clearly applies a multi- dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context. | Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context but is aware of limits or context. | Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context. | Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that position may have limits or context. |
| **(Solve)** <br><br>**Demonstrate Sound Reasoning and Conclusions** | Reasoning is logical and creative, consistent, complete, and often unique. Conclusion is complex and/or | Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is | Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. | Reasoning is illogical, simplistic, inconsistent, or absent. Conclusion is simplistic and stated as an absolute, or |

|  | detailed, well supported, complete, relevant | generally complete, supported, and mostly consistent and relevant | Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor | inconsistent with evidence or reasoning. Lack of coherent or clear conclusion. |
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https://www.lanecc.edu/sites/default/files/assessment/ctrubric-w-12.pdf