

Assessment Cycle 2023–2024

Program: Master's of Homeland Security (MS) (579)

School of Social Sciences and Applied Programs

College of Arts and Sciences

Graduate School

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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.

Graduate School Mission: Northwestern State University's Graduate School maintains as its mission and purpose to develop, provide, and support innovative, responsive, and accessible graduate programs of the highest quality. The Graduate School encourages mastery of disciplinary literature, innovative research, and professional development and practice opportunities. It further supports research by members of its scholarly community. The Graduate School is a source of intellectual capital for the University and contributes to the public welfare of the 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 unequalled 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

Assessment Cycle 2023–2024

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 2022-2023, the target was met. 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. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The faculty reshaped 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 could better associate with organizations' mission, roles, and functions and appreciate how past events shaped the Homeland Security Enterprise. Questions and discussion boards were 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. The faculty feel these changes gave students a better understanding of the evolution of Homeland Security.

As a result of these changes in AC 2023-2024, the target was met.

Assessment Cycle 2023–2024

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024 -2025. Students did much better in identifying first responders' roles and functions in support of organic Department of Homeland Security (DHS) organizations. The intelligence function needs additional attention based on student responses to various scenarios. Specifically, students struggled to identify and explain the six major factors changing the face of intelligence today. The six major factors that are currently changing the face of intelligence today include changes in the intelligence environment, changes in customers of intelligence, changes in intelligence requirements, the overloading of intelligence requirements to the structure of the current intelligence community, the movement of analysis outside of the intelligence community, and the evolution of the intelligence community into a more diverse and expansive community.

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 the intelligence community, first responders, and DHS 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 2022-2023, the target was met. In AC 2022-2023, 82% of students scored 13.8. on the Critical Thinking – Problem-Solving Rubric. Students demonstrated their ability to determine the growth of the dual-use all-hazard systems currently 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 the National Incident Management System (NIMS). Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. Faculty expanded lessons on the Incident Command System (ICS), how it works, and why it is a sound basis for NIMS.

As a result of these changes, the target was met in AC 2023-2024. Students described how NIMS was created "to provide a consistent nationwide approach for federal, state, and local governments to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents regardless of cause, size, or complexity."

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024 -2025. The average student score of 6.3 out of 8 on the rubric reflects some concern in students' ability to discern the importance of the Incident Command System (ICS) as a component of NIMS. Faculty will focus on ensuring students understand that NIMS and ICS have planning,

Assessment Cycle 2023–2024

communications, and financial functions, among other similarities (FEMA, 2004). That they know the difference is that NIMS is the organization through which disaster management is coordinated while ICS is the tool used by responder agencies to deploy the connect strategic and tactical responses.

These changes will improve the students' understanding that NIMS covers a full range of support and advanced planning activities that link multiple agencies and jurisdictional resources to specific requirements of responders and communities during an event.

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: Met

Analysis: In AC 2022-2023, the target was met. 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 students' understanding of the material. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement in student learning. The faculty incorporated 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 was monitored to ensure students were exposed to the most accurate information.

As a result of these changes, in AC 2023-2024 the target was met. Students were able to discern what organizations with the DHS were engaged in current event scenarios even when their participation in these events was not evident through public reporting.

Assessment Cycle 2023–2024

Decision: In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 results, the following changes will be made to drive improvement in AC 2024-2025. Faculty will focus on research in the area of Homeland Security while incorporating research that is not only focused on academic writing but also utilizes scholarly, verified, and trusted sources of information.

These changes will improve the students' understanding of academic research and the student's understanding of academically relevant research. These changes will also improve the students' knowledge of current trends within the field of homeland security.

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: Met

Analysis: 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. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. More formalized polls were incorporated into the classroom to ensure consistent deployment of the poll and to gather insightful information about the program. The faculty polled students formally and informally to monitor and assess student satisfaction with the presented content. The 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 of these changes, in AC 2023-2024 the target was not met.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results, the following changes will be made to drive improvement in AC 2024 -2025. At least 50% of the classes offered within the academic year will be polled. One hundred percent (100%) of the students within the program will be offered at least one opportunity to provide feedback on their satisfaction of the program.

These changes will improve the student's academic experience in terms of both course delivery and content. It will allow every student within the program to provide feedback on multiple occasions and provide suggestions on improvement to aid in their understanding and satisfaction with the Homeland Security program and ensure the material being taught is

Assessment Cycle 2023–2024

useful in the field in which the student is working or desires to work.

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 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement. The faculty developed a scenario that required students to analyze and present options for reversing perceived cultural differences between the various intelligence agencies of the U.S. Government based on their mission, roles, function, and budget.

As a result of these changes, the target was met in AC 2023-2024. Over 85% of the projects and assignments evaluated scored over 90%. Homeland security faculty collaborated to create engaging, challenging, and thought-provoking assignments. Exercises and assignments were created that required students to address the main issue and underlying causal issues. Current situations and events were used as the basis for these assignments. Students were able to analyze scenarios and develop viable approaches to mitigate differences between operating and cultural differences between various intelligence/U.S. agencies based on apportionment of responsibilities based on agreement in capabilities among those agencies.

Assessment Cycle 2023–2024

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024 -2025. Faculty will ensure students understand how the function of homeland security is managed at the state and local levels. Students will be assigned a project requiring them to describe how homeland security activities are stratified at each level: local, state, and federal levels.

These changes will improve the student's knowledge of how the function of homeland security is integrated and stratified based on local, state, and federal missions, roles, functions, and 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: In AC 2022-2023, the target was met. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the improvement cycle. The faculty had students develop scenarios that required them to describe the process by which the President, Governor, and/or Mayor/Chief makes Disaster Declarations and explain the process for acquiring various types of assistance that become available upon that declaration.

As a result of these changes, the target was met in AC 2023-2024. As a result, in AC 2023-2024, the target was met with 83% of students scoring an average of 15.3 (95.6% of rubric max 16) on the Critical Thinking-Problem Solving Rubric reflecting students can analyze and develop a response to a homeland security situation in which they create a plan that contains relevant, justifiable, feasible, and actionable solutions based on the information presented.

Decision: In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024-2025. The faculty will have students identify the primary differences between crime and terrorism. The faculty will present students with scenarios whereby the debate on the classification (crime or terrorism) is questioned, such as the 2017 Las Vegas shooting.

These changes will help the students determine when the situation requires DHS involvement versus law enforcement. They will be required to provide current and historical examples of situations in which the determination was made difficult and required legal debate.

Assessment Cycle 2023–2024

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: In AC 2022-2023, the target was met. Although 100% of the students passed the exam, there is room for improvement. Based on the analysis of the AC 2022-2023 results, faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement and update the comprehensive exam to ensure that the content continues to be relevant. The 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 of these changes, in AC 2023-2024 the target was met.

Decision: In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 results, the following changes will be made to drive improvement in AC 2024 -2025. The comprehensive exam will be updated to include current and relevant information that not only reflects changes within the profession but will include changes made to the program curriculum.

These changes will improve the student's ability to apply knowledge gained within the academic program to relevant scenarios and questions that cover material from their studies within the Homeland Security Program.

Assessment Cycle 2023–2024

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 2022-2023, the target was met. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the cycle of improvement in student learning. The faculty worked collectively to review the rubrics to ensure student performance is accurately measured. The 12 skills currently being assessed were reviewed to ensure alignment with program and course outcomes. The content in HS 5200 and HS 5900 was also reviewed, and the assignments were reevaluated to ensure that the course outcomes were focused on the program outcomes.

As a result of these changes, in AC 2023-2024 the target was met.

Decision: In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 results the following changes will be made to drive improvement in AC 2024 -2025. The faculty will focus on guiding the students in creating research questions that are relevant to the field of Homeland Security and help address or solve current problems or situations occurring within the profession.

These changes will improve the students knowledge of problems within the field of Homeland Security and how to address them. It will provide the students with a professional portfolio, including relevant research. It will help the students in current or future professional roles.

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: In AC 2023-2024, the target was met. Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024 to drive the

Assessment Cycle 2023–2024

improvement cycle. A continued focus on research methods and proper research application has improved the curriculum within Homeland Security. The faculty developed additional material and assignments to help students understand the appropriate 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 of these changes, in AC 2023-2024 the target was met.

Decision: In AC 2023-2024, the target was met. Over 92% of students who completed the thesis or non-thesis papers used the most appropriate methodology for the research question/hypotheses addressed. Based on the analysis of the AC 2023-2024 results, the following changes will be made to drive improvement in AC 2024 -2025. The curriculum will focus on relevant research questions on current trends occurring within the field of Homeland Security.

These changes will improve the students knowledge of current Homeland Security issues. Additionally, the faculty will focus on utilizing the correct research methodology to address current research within the field of Homeland Security.

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 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

- SLO 1. Measure 1.1. The faculty reshaped 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 could better associate with organizations' mission, roles, and functions and appreciate how past events shaped the Homeland Security Enterprise. Questions and discussion boards were 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 gave students a better understanding of the evolution of Homeland Security.
- SLO 1. Measure 1.2. The faculty implemented the following changes to drive the improvement cycle in student learning. Faculty expanded lessons on the Incident Command System (ICS), how it works, and why it is a sound basis for NIMS.
- SLO 2. Measure 2.1. Faculty incorporated current trends from politics, world events, and other areas into the classroom to ensure students receive current information on the trends in Homeland Security. New technology was monitored to ensure students were exposed to the most accurate information.
- SLO 2. Measure 2.2. More formalized polls were incorporated into the classroom to ensure consistent deployment of the poll and to gather insightful information about the

Assessment Cycle 2023–2024

program. The faculty polled students formally and informally to monitor and assess student satisfaction with the presented content. The 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. The faculty developed a scenario that required students to analyze and present options for reversing perceived cultural differences between the various intelligence agencies of the U.S. Government based on their mission, roles, function, and budget.
- SLO 3. Measure 3.2. The faculty had students develop scenarios that required them to describe the process by which the President, Governor, Mayor/Chief makes Disaster Declarations and explain the process for and types of assistance available upon that declaration.
- SLO 4. Measure 4.1. The 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.
- SLO 4. Measure 4.2. Faculty worked collectively to review the rubrics to ensure student performance is accurately measured. The 12 skills currently being assessed were reviewed to ensure alignment with program and course outcomes. The content in HS 5200 and HS 5900 was also reviewed, and the assignments were reevaluated to ensure that the course outcomes were focused on the program outcomes.
- SLO 4. Measure 4.3. The 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.

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 2024-2025, 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

Assessment Cycle 2023–2024

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) 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) 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) 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	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that

Assessment Cycle 2023–2024

		context.	limits. May not acknowledge context.	position may have limits or context.
(Solve) Demonstrate Sound Reasoning and Conclusions	Reasoning is logical and creative, consistent, complete, and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor	Reasoning is illogical, simplistic, inconsistent, or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

<https://www.lanec.edu/sites/default/files/assessment/ctrubric-w-12.pdf>