SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: Security and Strategic Intelligence	Department:
Degree or Certificate Level: Bachelor of Science	College/School: Professional Studies (SPS)
Date (Month/Year): June 2023	Primary Assessment Contact: Joe Lyons Ph.D.
In what year was the data upon which this report is based collected? 2022/2023	
In what year was the program's assessment plan most recently reviewed/updated? 2022	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

SLO 1 Describe the cycle of intelligence and components of global security
SLO 2 Use analytics to inform risk management decisions

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Quizzes, mid-term exams, final exams and qualitative information built upon the program and course learning. It provided assessment of the learning outcomes for each course: Assessment activities include the following:

Specific artifact(s) used to demonstrate achievement:
SSI 1500 = Quizzes/Discussion Board Posts (ONLINE)
SSI 3010 = Final BCP Plan/Paper
SSI 4960 = Final Presentation (IN PERSON/ZOOM)

Number of students who achieved/partially achieved/not achieved the outcome:
SSI 1500 – 15 Students Achieved Outcome / 0 partial / 3 Not Achieved
SSI 3010 – 5 Students Achieved Outcome / 0 partial / 3 Not Achieved
SSI 4960 – 3 Students Achieved Outcome 0 partial / 0 Not Achieved

THERE ARE NO MADRID STUDENTS CURRENTLY ENROLLED IN THIS PROGRAM.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Quantitative and qualitative data was collected using student course evaluations as well as qualitative information derived from the instructor of record for SSI 1500, SSI 3010, and SSI 4960

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The data indicated success in achieving SLO 1 and SLO 2. These courses were taught entirely online; however, SSI 4960 Final Presentation was done in person for most students.

5. **Findings: Interpretations & Conclusions**
    What have you learned from these results? What does the data tell you?

    After reviewing input from students and faculty, there are no immediate changes. The entire program is undergoing program review this academic year, and a qualitative/quantitative review will be done for the program.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
    A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

    Assessment data is shared via email with adjuncts and at the annual SPS faculty retreat/ adjunct training in the Fall.

    B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

    Changes to the Curriculum or Pedagogies
    - Course content
    - Teaching techniques
    - Improvements in technology
    - Prerequisites

    - Course sequence
    - New courses
    - Deletion of courses
    - Changes in frequency or scheduling of course offerings

    Changes to the Assessment Plan
    - Student learning outcomes
    - Student artifacts collected
    - Evaluation process

    - Evaluation tools (e.g., rubrics)
    - Data collection methods
    - Frequency of data collection

    Please describe the actions you are taking as a result of the findings.

    Courses including SSI 1500 are now offered in Fall and Spring for students entering during the Spring Semester. We continually work to improve the curriculum. In the past couple of years, we have updated every class. We have implemented a standard Canvas template/blueprint. The SSI courses have allpassed the online course review process.
    Some of the updates we have made in the previous few years include:
    • SPS faculty continue to refer students to our online tutorial platform, SmartThinking.
    • Built rubrics and provided tutorials and coaching to assist with APA and general writing. Several classes updated resources and changed assignments to help students build stronger arguments within their assignments.
    • We have evidence that some of the biggest changes we need to consider may not be curricular but cocurricular. We have attempted to have more in-person networking sessions for students, but our recent live zoom efforts have been poorly attended.

    If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
    A. What is at least one change your program has implemented in recent years as a result of assessment data?

    B. How has this change/have these changes been assessed?

    C. What were the findings of the assessment?

    D. How do you plan to (continue to) use this information moving forward?

We plan on constantly evaluating the course sequence and pre-requisites, based on instructor and student feedback. We take a holistic approach to assessment. If a given learning outcome indicates areas needing focused assessment, especially related to one or more courses within the program or a foundational competency, then the schedule may be altered as needed, but this alteration will be temporary rather than permanent.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.