

Program-Level Assessment Plan

Program: Post Bach Certificate Strategic Intelligence	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): GR
Department:	College/School: SPS
Date (Month/Year): JUNE 2021	Primary Assessment Contact: Joe D. Lyons Ph.d.

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Graduates will be able to evaluate and manage various information sources and their relevance to strategic intelligence and translate that information into actionable outcomes.</p>	<p>INTL 5000 The Intelligence Cycle INTL 5050 Terrorism & US Foreign Policy</p>	<p>1. An assessment rubric will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. An assessment rubric will be integrated into the Canvas LMS beginning in Fall 2021 to collect data.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>

2	Graduates will be able to perform sophisticated analysis and evaluations of possible threats through demonstrated technical expertise and application of conceptual skills.	INTL 5200 Cyber Operations and National Security INTL 5250 Structured Analytical Techniques for Intelligence	<p>1. An assessment rubric will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.</p> <p>2. Exit survey completed by students at end of degree</p>	<p>Every other year, typically in the spring. The program Director in cooperation with the full time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. An assessment rubric will be integrated into the Canvas LMS beginning in Fall 2021 to collect data.</p> <p>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.</p>
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcome can be distinguished and evidence towards achievement reported.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

This plan will be reviewed annually to ensure it continues to meet the program’s needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

The following schedule provides an annual timeline for assessing the program’s student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

	SLO1	SLO2
AY 2021-22	INTL 5000 INTL 5050	
AY 2022-23		INTL 5200 INTL 5250
AY 2023-24	INTL 5000 INTL 5050	
AY 2024-25		INTL 5200 INTL 5250

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Program faculty regularly contribute qualitative and quantitative feedback to Program Director regarding SLO’s Beginning in 2021, an online assessment rubric will be integrated into every course for Assessment review within the Canvas LMS. Each Faculty will be asked to provide the following beginning in Fall 2021:

Artifact Assessed - which specific artifact (assignment/quiz/discussion board/project, etc) do you want assessed for your specific LO? What is the title of your artifact? For those who have more than 1, you can use the same artifact if it meets both of those learning outcomes. However, if you'd like to have separate artifacts for different learning outcomes, that's fine too.

Description - you can pull this right from your syllabus or description of that assignment. What are the details of this artifact?

Rubric Name Associated with Artifact - What is the name of the rubric you are using to grade this? You MUST have a rubric you grade the assignment with, in order for this process to be successful. If you need help building rubrics, please let me know.

Which module/week can I find this artifact in your course in Canvas? - Which specific week can I find this artifact? "

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.
