

## **Assessment Cycle Academic Year 2017-2018**

### **Program - Homeland Security (HS), Master's**

**College: Arts and Sciences**

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**Date:**

**Approved by: Dr. Greg Handel, Dean**

**Date:**

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**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, and 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.

**Department of Criminal Justice, History, and Social Sciences.** The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research and service the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelors of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire, and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy and Administration are also available

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in addition to a Pre-law and Paralegal Studies concentration and minor. The department also delivers a Master's of Science degree in Homeland Security, and a Post-Master's Certificate in Global Security and Intelligence.

**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 in that it pushes students to develop plausible solutions to the inexorable national, international, and transnational, threats currently challenging global security through the innovative delivery of transformative student learning experiences which prepare our graduates for life and career success in this ever-growing occupational field.

**Purpose (optional):** 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 in which the ability to comprehend, influence, and respond to government policy from a national, international, and global security perspective is increasingly critical. It will also prepare interested students for the pursuit of 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 (both direct & indirect, quantitative & 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 if required (show cause);
- (5) The Program Coordinator, in consultation with the HS Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

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### Student Learning Outcomes:

**SLO 1. First and second-semester students will be able to 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 5050: Homeland Security (**Foundational Course**)

HS 5000: International Terrorism, Transnational Organized Crime, and Covert Ops (**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 their initial course exam containing a module of questions taken from a bank developed by a faculty committee and designed to evaluate the student’s knowledge and understanding of the foundational concepts, theories, strategies, and challenges of Homeland Security from early America through current international and globalization challenges. Seventy-five percent (75%) of enrolled students will be able to describe a basic understanding by scoring 70% or higher on the exam.

**Finding.** *(Factual statement that students met/did not meet target)* Short and precise.

### Findings: (Example):

**AY 2016-2017:** HS 5000 target not met. Only 72% of students achieved 70% or higher

**AY 2017 – 2018:** HS 5000 target met. 81% of students achieved 70% or higher

**AY 2016-2017:** HS 5050 target met. 77% of students achieved 70% or higher

**AY 2016-2018:** HS 5050 target met. 87% of students achieved 70% or higher

**NOTE:** The table below is just an example and is not meant to infer a requirement.

Questions	1	3	5000	4	5	6	5000	8	9	11	13
HS 5000 – Score – # Students											
Fall – Exam 1 (14.28) x 11	10.71	9.3									
Fall – Final Exam (12.5)											
Spring – Exam 1 (14.28) x 13	11.4	10.28									
Spring – Final (12.5)											
HS 5050											

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**Analysis.** *Relate it to the decision - action plan – results from 2016-2017. Use the data comparisons from 2016-2017 to 2017-2018 and the target to provide evidence of improvement in student learning / academic program based on the analysis of the assessment results. You must have evidence (done something) based on implementing your action plan from the previous assessment. This action drives the analysis of this year's results, which should have a positive influence on student learning and or program improvement.*

**NOTE:** The analysis below is only to represent the construct and scope of how these paragraph *could* be constructed.

**Analysis. (Example - Start with last year's results):** *In AY 2016-2017, the target of 70% was met, as 72% of students in HS 5000 were able to successfully explain the overarching 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. (Discuss the “why” behind the results – the details of student performance/impact on learning):* However, only slightly more than half (13) of the 24 students enrolled (54%) (fall and spring) were able to sufficiently grasp and express the context in which the Department of Homeland Security policies were established. The student should have described the discussion that was taking place in America about the threat of terrorist attack(s) on the US homeland at that time. Also, 30% (8) of the 24 students were unable to address the expected components of question five on the final exam, “Judgments about appropriate response to terrorism often reflects two criteria? What are they? Explain how the two criteria may conflict with each other.” The average score for this group on question 5 of the final exam was 8.7 of the 12.5 possible, which is seventy percent (70%) of the possible points. When reviewing the critical thinking rubric, the average score was 3.1, proficient. The analysis of the 72% student achievement for this SLO is evidence that student learning is taking place but can improve with curriculum adjustment. **(End with the “Plan of Action” for 2017-2018 as described in your decision last year):** The plan of action was to redesign the curriculum to establish the foundational knowledge of the life cycle of the Department of Homeland Security in a more iterative and comprehensive fashion moving from one lesson to multiple spread over the semester. There needs to be better integration and repetition of this module throughout the semester as opposed to only once.

**(Start with describing how the “Plan of Action” was implemented and the results):** *In comparison, this year's (AY 2017-2018) having implemented the plan of action from AY 2016 - 2017 to better integrate and increase repetition of this block of instruction resulted in 18 of the 22, (81%) students enrolled HS 5000 (fall and spring) being able to adequately describe the context in which the Department of Homeland Security was established. The growth from 54% to 81% exceeds the target of 70% by 11%. (Discuss the “why” behind the results – the details of student performance/impact on learning): The analysis reflects the improvement and growth in student learning is a direct result of better integration of this block of instruction and by increasing the number of lessons focused on the organizational development of the Department of*

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Homeland Security from one to three. In continuously striving to improve, the faculty considered expanding this SLO to include the addition of position papers addressing current and emerging international Homeland Security issues to improve balance within the curriculum and in student learning. Another course of action under consideration is to have students visit a Homeland Security office in the surrounding area (Shreveport, Baton Rouge, and Lafayette) and provide a reflective paper on their experience. ETC, ETC, ETC,

**Decision.** Restate the evidence of improvement from the analysis of the results to support the decision. You should concisely restate the results of your two comparisons, last year's results to this year, and this year as compared to the target. Reflect what action(s) have been, and are now, being put into place to affect continued positive change in student learning. You must have evidence (done something) from the analysis of your assessment results, which is driving continuous improvement.

Decision: Implementing the decision/plan of action from AY 2016 - 2017 provides sufficient evidence of improvement based on the analysis of this year's result. (Restate the evidence of improvement from the analysis of the results to support the decision.) The analysis reflects by better integrating and increasing the repetition of this block of instruction resulted in 18 of the 22, (81%) students enrolled HS 5000 (fall and spring) being able to adequately describe the context in which the Department of Homeland Security was established. The growth from 54% to 81% exceeds the target of 70% by 11%. **(Reflect what action(s) have been or are now being put into place to affect continued positive change in student learning).** The analysis reflects students were better able to describe the basic evolutionary concepts with increased exposure to the material and by apportioning the material over the entire semester whereby one lesson added to the next in a logical and deliberate manner. **(Key is having evidence from your assessment process and using it to drive continuous improvement).** Based on the analysis and clear evidence of student learning reflected in this year's results, the faculty intends to build upon the students learning experience by incorporating position papers addressing current and emerging international Homeland Security issues to improve balance within the curriculum and in student learning. Another course of action under consideration is to have students visit a Homeland Security office in the surrounding area (Shreveport, Baton Rouge, and Lafayette) and provide a reflective paper on their experience.

**NOTE. The last two sections below complete the assessment process. They close the loop and set the conditions for improvement moving forward.**

**Comprehensive summary of key evidence of improvements based on analysis of results.**

Restate in a summary all of the decisions made and implemented as the evidence resulting in the improvement in student learning within the program over the assessment year; describe "why" it occurred (reflection); as a result.

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***Plan of action moving forward.***

*Describe what will be done during the next assessment cycle based on this year's analysis of the assessment results and what the expectations are for the program moving forward. The focus is on student learning – program improvements.*