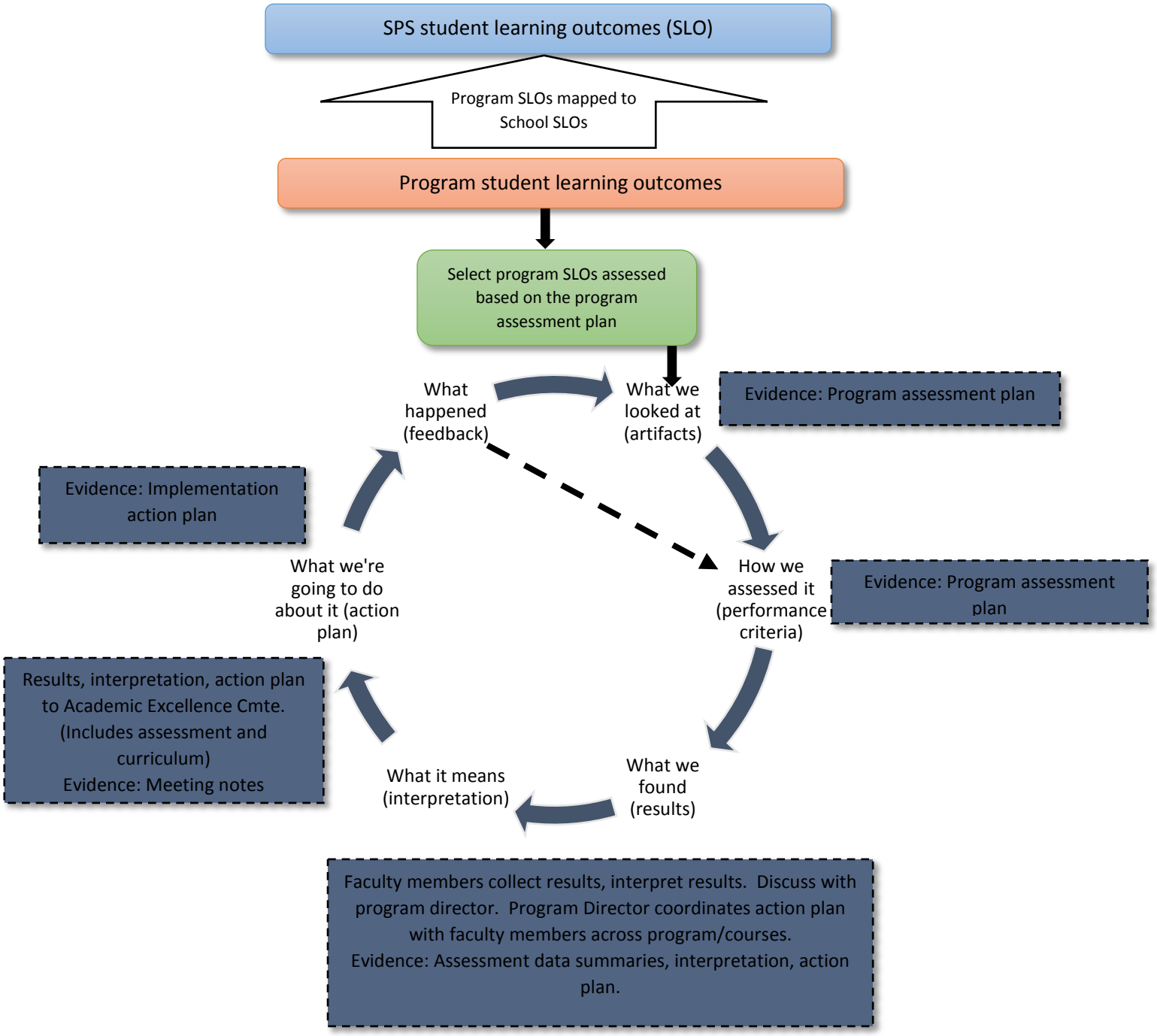
**Saint Louis University School for Professional Studies**
**Program Assessment Model**

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.

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SAINT LOUIS UNIVERSITY.

# Program Assessment Plan

**Program: Security & Strategic Intelligence Certificates (Business Continuity, Strategic Intelligence, Global Corporate Security)**

**Department: N/A**

**College/School: School for Professional Studies**

**Date: 11-02-2017**

**Primary Assessment Contact: Joe Lyons**

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

| # | **Program Learning Outcomes**<br>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?<br>▪ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).* | **Assessment Mapping**<br>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable. | **Assessment Methods**<br>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?<br>▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.*<br>Please note if a rubric is used and, if so, include it as an appendix to this plan. | **Use of Assessment Data**<br>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?<br>How and when will the program evaluate the impact of assessment-informed changes *made in previous years*? |
|---|---|---|---|---|
| 1 | Describe the cycle of intelligence and components of global security. | SSI1500, SSI3020, SSI4200, SSI3030 | 1. An assessment survey 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.<br>2. Since the Certificate Programs are a subset of the Computer Information Systems major, the | 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.<br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

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| | | | Certificates will be evaluated by the Program Director as part of the major evaluation. A three-point rubric will be used and comments /recommendations will be recorded. | |
| 2 | Use analytics to inform risk management decisions. | SSI2000, SSI3100, SSI4200, SSI3600 | 1. An assessment survey 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.<br>2. Since the Certificate Programs are a subset of the Computer Information Systems major, the Certificates will be evaluated by the Program Director as part of the major evaluation. A three-point rubric will be used and comments /recommendations will be recorded. | 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.<br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 3 | Integrate computer information systems with security and intelligence domains. | SSI2000, SSI3300, SSI4090, SSI3200, SSI3600, CIS4150 | 1. An assessment survey 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.<br>2. Since the Certificate Programs are a subset of the Computer Information Systems major, the Certificates will be evaluated by the Program Director as part of the major evaluation. A three-point rubric will be used and comments /recommendations will be recorded. | 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.<br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 4 | Analyze the global factors that impact security and strategic intelligence. | SSI3100, SSI4090, SSI4500, SSI3020, SSI4010, SSI3030, | 1. An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will | Every other year, typically in the spring. The program Director in cooperation with the full-time and adjunct faculty will analyze assessment |

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| | | CIS4150, SSI4500 | 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.<br>2. Since the Certificate Programs are a subset of the Computer Information Systems major, the Certificates will be evaluated by the Program Director as part of the major evaluation. A three-point rubric will be used and comments /recommendations will be recorded. | data and make changes to pedagogy and/or curriculum.<br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |
| 5 | Distinguish between the professional, ethical, legal, security and social dimensions of a strategic intelligence plan. | SSI2000, SSI4500, SSI3200, SSI4010, SSI4500 | 1. An assessment survey 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.<br>2. Since the Certificate Programs are a subset of the Computer Information Systems major, the Certificates will be evaluated by the Program Director as part of the major evaluation. A three-point rubric will be used and comments /recommendations will be recorded. | 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.<br>Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward. |

## Additional Questions

*1.* On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

**Program Assessment Schedule**

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** | **SLO3** | **SLO4** | **SLO5** |
|---|---|---|---|---|---|
| **AY 2017-18** | SSI1500, SSI3020, SSI4200, SSI3030 | SSI2000, SSI3100, SSI4200, SSI3600 | | | |
| **AY 2018-19** | | | SSI2000, SSI3300, SSI4090, SSI3200, SSI3600, CIS4150 | SSI3100, SSI4090, SSI4500, SSI3020, SSI4010, SSI3030, CIS4150, SSI4500 | |
| **AY 2019-20** | SSI1500, SSI3020, SSI4200, SSI3030 | SSI2000, SSI3100, SSI4200, SSI3600 | | | SSI2000, SSI4500, SSI3200, SSI4010, SSI4500 |
| **AY 2020-21** | | | SSI2000, SSI3300, SSI4090, SSI3200, SSI3600, CIS4150 | SSI3100, SSI4090, SSI4500, SSI3020, SSI4010, SSI3030, CIS4150, SSI4500 | |

**Program Curricular Map**

The curriculum map indicates where SLOs are introduced (I), reinforced (R), and evaluated. The map demonstrates how each course contributes to students' meeting the SLOs and help ensures student learning is designed to scaffold from initial introduction to the knowledge/skills/attitudes (KSA), to the opportunity to apply the KSAs to different situations, to evaluation of student's degree of achievement of each SLO.

**Security & Strategic Intelligence Certificates**
**Business Continuity**
**Strategic Intelligence**
**Global Corporate Security**
**Program Level Student Learning Objectives**
**Fall 2017**

| | 1. Describe the cycle of intelligence and components of global security | 2. Use analytics to inform risk management decisions. | 3. Integrate computer information systems with security and intelligence domains. | 4. Analyze the global factors that impact security and strategic intelligence. | 5. Distinguish between the professional, ethical, legal, security and social dimensions of a strategic intelligence plan. |
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| **Security & Strategic Intelligence Core (9 Credits)** | | | | | |
| SSI 1500 – Foundations of Security and Strategic Intelligence | I | | | | I |
| CIS 3300 – Database Analysis and Design | | I | I | | |
| SSI 3010 – Business Continuity and Impact Analysis | | R | | I | |
| **Business Continuity Concentration - Pick Three Courses (9 Credits)** | | | | | |
| SSI 3300 – Integrated Risk Planning, Strategy and Compliance | | | R | | |
| SSI 4090 – Resilience, Recovery and Contingency | | | R | R | |
| SSI 4500 – Financial & Regulatory Considerations in Risk Planning | | | | R | R |
| **Strategic Intelligence Concentration - Pick Three Courses (9 Credits)** | | | | | |
| SSI 3020 – Intelligence and its Use in National & Corporate Security | R | | | R | |
| SSI 3200 – Terrorism: Causes, Tactics, & Mitigation | | | R | | R |
| SSI 4010 – Diplomacy and Foreign Policy | | | | R | R |
| SSI 4200– Collection Assets and Capabilities | R | R | | | |
| **Global Corporate Security Concentration - Pick Three Courses (9 Credits)** | | | | | |
| SSI 3030 – Global Security Management | R | | | R | |
| SSI 3600 – Tangible Asset Security | | R | R | | |
| CIS 4150 – Cyber Security and Governance of Data | | | R | R | |
| SSI 4500 – Financial & Regulatory Considerations in Risk Planning | | | | R | R |
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2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

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| 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. |

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

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| 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. |