

Program-Level Assessment: Annual Report

Program Name (no acronyms): Post Baccalaureate Certificate in Strategic Intelligence	Department: N/A
Degree or Certificate Level: Graduate	College/School: SPS
Date (Month/Year): June 2021	Primary Assessment Contact: Joe D. Lyons, Ph.D.
In what year was the data upon which this report is based collected? 2020/2021	
In what year was the program’s assessment plan most recently reviewed/updated? 2021	

1. Student Learning Outcomes

Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please list the actual learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

SLO 1 Graduates will be able to evaluate and manage various information sources and their relevance to strategic intelligence and translate that information into actionable outcomes.

SLO 2 Graduates will be able to perform sophisticated analysis and evaluations of possible threats through demonstrated technical expertise and application of conceptual skills

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? 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.

Final projects, discussion board posts and qualitative information built upon the program and course learning. Provided assessment of the learning outcomes for each course:

Assessment activities include the following: Specific artifact(s) used to demonstrate achievement: INTL 5000, INTL 5050, INT 5100, INTL 5200, INTL 5260, INTL 5280 – Final Papers, Discussion Posts (ONLINE)

Number of students who achieved/partially achieved/not achieved the outcome

INTL 5000– 8 Students Achieved Outcome / 0 partial / 0 Not Achieved

INTL 5050 – 9 Students Achieved Outcome / 0 partial / 0 Not Achieved

INTL 5200 – 10 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 artifacts of student learning, 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 INTL 5000, INTL 5200, INTL 5050,

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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

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, this feedback will be disseminated to faculty within the program. At this time, feedback has been shared with the full-time faculty in the program. The report will be shared with adjunct faculty, and students will be directed to the report on the University's web site.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Due to Covid concerns, assessment data is shared via email with adjuncts.

B. How specifically have you decided to use these 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
- Artifacts of student learning
- 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 these findings.

Based on student and faculty feedback, zoom video will be used more often in the future for faculty/student interactions. Beginning in August 2021, Assessment Rubrics will be attached to courses within the LMS, automating the assessment process for course instructors. Additional feedback will still be received through student evaluations and face to face meetings with adjuncts.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

INTL courses will be open to students from other programs as well

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?

Information will still be used to determine effectiveness of course sequence, course offering schedule

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report.