Program - Homeland Security BS

College or Division: Education and Professional Studies
Department: Homeland Security and Criminal Justice
Assessment Coordinator: Professor Liza Ware
Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence
Program Marketable Skills have been identified: Yes
Program Marketable Skills: 1.　　　Verbal and Written Communication Skills
2.　　　Accessing Resources with Homeland Security related data. Work with Numbers and Demonstrate Quantitative Skills
3.　　　Critical Thinking and Observation
4.　　　Teamwork and Working Collaboratively
5.　　　Multicultural Understanding.
6.　　　Legal Codes & Procedures and Safety
Marketable Skills Dissemination Strategy: 1.1.　　Encouraging students to prepare and present oral presentations to the general and professional audiences, including their classmates, experts, scientists, laypersons, and government officials, on several topics related to their majors.
1.2.　　　Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors.
1.3.　　　Demonstrating mastery in Microsoft Office Suite to create visual aids, graphs, tables, and charts and file sharing platforms such as Dropbox, and Google Drive.
1.4.　　　Emphasizing the importance of active listening, giving full attention to the details, note taking, asking appropriate questions, and interviewing in Homeland Security related professions.
2.1.　　　Encouraging students to explore and identify most current crime data from various local, regional, national, and international data resources.
2.2.　　　Demonstrations mastery in crime data analysis and interpretation.
2.3.　　　Demonstration mastery in crime data presentation software and applications such as Microsoft Excel and Crime Mapping
3.1.　　　By using case studies and scenarios, encouraging students to utilize all available information to dismantle complex problems which they may face during their future professional career.
3.2.　　　Encouraging students not only to identify and analyze the problems but also identify and implement the possible alternative solutions by using critical thinking.
4.1.　　　Emphasizing the importance of team work and coordination in Homeland Security related professions
4.2.　　　Establishing trust within group/team members, and ensuring contribution from all members by utilizing group/team projects.
4.3.　　　Encouraging students to reconcile and benefit from the differences within the group members.
5.1.　　　Emphasizing the importance of working with people in different groups characterized by race, ethnicity, gender, socioeconomic class, religion, and other differences.
5.2.　　　Encouraging the students to be aware of cultural diversity and existence of various groups in the society which they are living.
5.3.　　　 Highlighting the importance of awareness of other's beliefs and behaviors and building skills to communicate and function effectively in multicultural settings.
6.1.　　　Introducing the current laws and policies related to the students' majors.
6.2.　　　Encouraging students to explore and identify the resources to obtain the most current updates of legal codes and procedures.
6.3. Introducing hands-on applications and emphasizing the importance of adherence to safety standards in Homeland Security related professions.
Statement of Purpose: The Homeland Security Bachelor of Science program at the Department of Homeland Security and Criminal Justice is a specialized degree focusing on aspects of homeland security ranging from government restructuring through disaster preparedness, terrorism, and crisis management. The degree is designed to provide

students with career-enhancing education in areas ranging from law enforcement through city management and disaster response. The program provides students many opportunities to pursue a career in one of several areas of the homeland security arena with the goal of establishing a solid foundation for professional service in their respective field (local, state, and federal level law enforcement, homeland security, immigration, border, and travel security, or prevention and response careers). SRSU Homeland Security and Criminal Justice program prepares students for their careers by improving their verbal and written communication skills in a multicultural society. Moreover, the program will improve students' research skills by encouraging them to work with numbers and demonstrating quantitative research methods and critical thinking and observation.

In addition, the Homeland Security and Criminal Justice Department prepares students for advanced studies (graduate school and law school) in the field of homeland security, criminal justice, and other related fields.

Congruent with Sul Ross State University's mission, the Homeland Security and Criminal Justice Department provides accessible, sound, and life-changing education through high quality and pragmatic teaching, timely and relevant research and publications, cultural awareness, innovation, empowerment, and service. In short, the program features inclusivity by offering students an "accessible, comprehensive, and life-changing education."

Upon successful completion of this program, the students will be able to understand the underlying theories that explain the origins of homeland security systems, understand how American public administrative agencies, including law enforcement and national security agencies, deal with the problem of securing the nation from the possibility of violence emanating from domestic and international extremists. They will also be able to understand and articulate the multidisciplinary perspectives of homeland security. Moreover, they will demonstrate familiarity with the different systems, which make up the homeland security enterprise.

SRSU Homeland Security and Criminal Justice program is one of the most affordable programs in the nation and includes many unique opportunities, including many face-to-face, hybrid, and online classes, which give students a chance to create a flexible schedule. Moreover, the program offers classes during the year including summer semesters and small classes that give an opportunity to the students for more interaction with the instructors. SRSU Homeland Security and Criminal Justice program provides its students with extensive online resources and research capabilities through the Texas State University System digital infrastructure and our reputable and experienced faculties are committed to teaching and mentoring our students.

Annual Updates

2020 - 2021

Evidence of Improvement from Previous Assessment Cycle: For the 2020-2021 assessment cycle, of the 6 assessments (covered in the 3 SLOs), all 6 met their target goal.

The averages on the assessment tool met and exceeded the target goals over CJ 1302 Introduction to Homeland Security, CJ4308 Terrorism.

Since those courses were not offered during this assessment period, CJ4318 Advanced Topics in Homeland Security and CJ 4334 Legal Issues in CJ courses were not used in this assessment. Students showed competence through the program. Along with the exams and the discussion board forums, in the future, instructors will start/continue to conduct a pre-test and post-test experiment for all of those courses to assess student's knowledge.

Faculty will reevaluate the assessment method as well as find ways to incorporate alternative instructional methods to assist in student's ability to retain pertinent information. Overall, there has been marked improvement compared to the previous cycles, to keep the current success and for enhancing the content of the course for the future semesters, the faculty will follow the same strategy that is to find ways to incorporate alternative instructional methods to assist in student's ability to retain pertinent information

Review History: Reviewer #1 Name, Date, and Comments: Barbara Tucker 6-30-2021

SLO 1, in order to analyze the two assessments, I recommend looking at scores separately. What are the scores on the exam/quiz and what are the scores on the written assignments. This should provide you with a clearer picture of how students are preforming in each assessed area. With your use of results, you want to have an "action". You state that you are going to continue using the same assessments, but what might you do with the results you have. Possibly begin an evaluation process of the assessments for possible needed updates/changes. If students are continuing to meet the target, you might need to increase the target or choose a different assessment.

SLO 2, I noted that you included information about the 4 students that failed the exam. I would recommend discussing this in your use of results in order to explain and if you are taking these failures into consideration for possible changes. Please also see notes from SLO 1 in regards to use of results.

SLO 3, it looks like you are assessing the same class/assignment. I did note that one course was not offered, but I would recommend choosing an entirely different course and assignment for assessment. Unless you want to extract the specific questions from the exams that you are addressing with each SLO. I have seen this completed before and it does lead to rich results. It really pinpoints comprehension of different areas of study.

You note that there is marked improvement compared to the previous cycles. My recommendation would be to go ahead and note in your annual update what the specific improvements are.

Student Learning Outcomes	Assessment Methods	Results	Application of Results
SLO 1 - Students will explain the history and evolution of homeland security, including the Department of Homeland Security, within the political and social systems of the United States. **Outcome Status:** Active	**Exam/Quiz - In Course -** a. Faculty members use embedded questions in assessments to assess students' knowledge. Assessments will be administered in CJ 1302 Introduction to Homeland Security and CJ4318 Advanced Topics in Homeland Security. **Target:** Students are expected to achieve a targeted score of 75% or higher on each of the assessments.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met Students in CJ 1302 Introduction to Homeland Security took 6 quizzes, 1 midterm exam, and a final exam. Final exam results for this course (n=11) varied with a range of 72%-98% with a mean of 86.7%. Overall results for this course (n=11) varied with a range of 66.6%-94.5% with a mean of 83%. The average on the assessment tools met (exceeded) the target goal. Students showed competence through the course (05/30/2021)	**Application of Results:** For CJ 1302 Introduction to Homeland Security, the students scored exceptionally well. For this class, the assessment method for this SLO will continue to include exams and quizzes. In addition to exams, in the future, the faculty will continue to conduct pre-test and post-test experiment for both of those courses. (05/30/2021)
	Written Assignment - b. Faculty members will evaluate students' written paper analyzing the history and evolution of homeland security. Faculty will use a scoring rubric to assess the written responses. **Target:** Students are expected to achieve a targeted score of 75% on the written paper.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met Students in CJ 1302 Introduction to Homeland Security took 6 quizzes, 1 midterm exam, and a final exam. Final exam results for this course (n=11) varied with a range of 72%-98% with a mean of 86.7%. Overall results for this course (n=11) varied with a range of 66.6%-94.5% with a mean of 83%. The average on the assessment tools met (exceeded) the target goal. Students showed competence through the course (05/28/2021)	**Application of Results:** Premised on the 2019-2020 scores for quizzes (essay and multiple choice) writing assignments, the criminal justice faculty decided to continue to use of writing assignments about legal research and case studies, and timely and pressing issues related to homeland security (05/28/2021)
SLO 2 - Students will describe the magnitude and scope of terrorist threats to the United States, including the motives and methods of different international and domestic terrorist organizations. **Outcome Status:** Active	**Exam/Quiz - In Course -** a. Faculty members use embedded questions in assessments to assess students' knowledge. Assessments will be in JC 1302 Introduction to Homeland Security and CJ 4308 Terrorism. **Target:** Students are expected to achieve a targeted score of 75% on the assessments given in the two courses.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met Since the CJ4331 Legal Issues in CJ course was not offered during this assessment cycle, there is not any available data for evaluation for this course. For this reason CJ4308 terrorism course was used for the assessment process of this SLO. A total of 25 students enrolled in the CJ4308 Terrorism course. Of 25 students scored a minimum of 66%, a maximum of 100% with an average of 86%. 4 student failed . The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course. Students needed to prepare weekly reaction papers about the topics covered that week. The results indicate	**Application of Results:** Premised on the 2019-2020 scores for weekly writing assignments, the criminal justice faculty decided to continue to use of writing assignments about legal research and case studies, and timely and pressing issues related to homeland security and terrorism. (05/28/2021) **Application of Results:** For CJ 1302 Introduction to Homeland Security the students scored

Student Learning Outcomes	Assessment Methods	Results	Application of Results
		that weekly reaction papers help students to understand and digest the causes and concepts of international and domestic terrorism. (05/28/2021)	exceptionally well. For this class, the assessment method for this SLO will continue to include exams. In addition to exams, in the future, we will conduct a pre-test and post-test experiment for both of those courses. (05/31/2020)
		Reporting Period: 2020 - 2021 **Conclusion:** Target Met A total of 25 students enrolled in the CJ4308 Terrorism course. Of 25 students scored a minimum of 66%, a maximum of 100% with an average of 86%. 4 student failed . The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course. On the other hand, Students in CJ 1302 Introduction to Homeland Security took 6 quizzes, 1 midterm exam, and a final exam. Final exam results for this course (n=11) varied with a range of 72%-98% with a mean of 86.7%. Overall results for this course (n=11) varied with a range of 66.6%-94.5% with a mean of 83%. The average on the assessment tools met (exceeded) the target goal. Students showed competence through the course (05/28/2021)	**Application of Results:** The students inCJ4308 Terrorism and CJ 1302 Introduction to Homeland Security courses scored exceptionally well. For both of these classes, the assessment method for this SLO will continue to include exams. In addition to exams, in the future, we will continue to conduct a pre-test and post-test experiment for both of those courses. (05/28/2021)
	Written Assignment - b. Faculty members will assign a paper on the topic of terrorism threats to the United States. Faculty members will use a scoring rubric to evaluate the writing. Writing will be assigned in CJ 4308 Terrorism. **Target:** Students are expected to achieve a targeted score of 75% on writing in JC 4308.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met A total of 25 students enrolled in the CJ4308 Terrorism course. Of 25 students scored a minimum of 66%, a maximum of 100% with an average of 86%. 4 student failed . The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course. Students needed to prepare weekly reaction papers about the topics covered that week. The results indicate that weekly reaction papers help students to understand and digest the causes and concepts of international and domestic terrorism. (05/28/2021)	**Application of Results:** The students in CJ4318 Terrorism course scored exceptionally well. For this course, the assessment method for this SLO will continue to include exams. In addition to exams, in the future, the faculty will continue to conduct a pre-test and post-test experiment for this courses. (05/28/2021)
SLO 3 - Students will identify and	**Exam/Quiz - In Course -**	**Reporting Period:** 2020 - 2021	**Application of Results:** CJ 1302

Student Learning Outcomes	Assessment Methods	Results	Application of Results
demonstrate an understanding of the significant legal issues in the Homeland Security Domain. **Outcome Status:** Active	a. Faculty members use embedded questions in assessments to use students' knowledge. Assessments will be administered in CJ 1302 Introduction to Homeland Security and CJ 4331 Legal Issues in CJ. **Target:** Students are expected to achieve a targeted score of 75% on each of the assessments.	**Conclusion:** Target Met Since the CJ 4331 Legal Issues in CJ course was not offered during this assessment period only CJ 1302: Introduction to Homeland Security was used for SLO2 for this cycle. Students in CJ 1302 Introduction to Homeland Security took 6 quizzes, 1 midterm exam, and a final exam. Final exam results for this course (n=11) varied with a range of 72%-98% with a mean of 86.7%. Overall results for this course (n=11) varied with a range of 66.6%-94.5% with a mean of 83%. The average on the assessment tools met (exceeded) the target goal. Students showed competence through the course (05/28/2021)	Introduction to Homeland Security courses scored exceptionally well. For this course, the assessment method for this SLO will continue to include quizzes (essay and multiple choice) and exams. In addition to exams, in the future, we faculty continue to conduct a pre-test and post-test experiment for both of those courses. (05/28/2021)
	Written Assignment - b. Faculty members will assign a paper on significant legal issues in Homeland Security. Assessment will be implemented in CJ 4331 Legal Issues in CJ. Faculty members will use a scoring rubric to evaluate students' writing. **Target:** Students are expected to achieve a targeted score of 75%.	**Reporting Period:** 2020 - 2021 **Conclusion:** Target Met Since the CJ4331 Legal Issues in CJ course was not offered during this assessment cycle, there is not any available data for evaluation for this course. For this reason CJ4308 terrorism course was used for the assessment process of this SLO. A total of 25 students enrolled in the CJ4308 Terrorism course. Of 25 students scored a minimum of 66%, a maximum of 100% with an average of 86%. 4 student failed . The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course. Students needed to prepare weekly reaction papers about the topics covered that week. The results indicate that weekly reaction papers help students to understand and digest the causes and concepts of international and domestic terrorism. (05/28/2021)	**Application of Results:** For this course, the assessment method for this SLO will continue to include quizzes (essay and multiple choice) and exams. In addition to exams, in the future, we faculty continue to conduct a pre-test and post-test experiment for both of those courses (05/30/2021)