



Homeland Security Program
School of Health, Science & Criminal Justice
Fall 2015 Assessment Report



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Where were outcomes assessed?

- SLO 1 – Examine the historical and evolving concept of homeland security within the broader political and national security system of the contemporary nation-state.

JUST 326 - SLO 4

JUST 375 - SLO 1, 2, 5

JUST 380 - SLO 5, 6, 7

JUST 415 - SLO 1, 2, 3, 5, 6

JUST 420 – SLO 1

- SLO 2 – Discuss the strategic, operational, and tactical threats presented by chemical, nuclear, and biological agents, to include agent characteristics and delivery systems.

JUST 326 - SLO 1, 2, 3

JUST 375 - SLO 1, 2, 3

JUST 380 - SLO 2

JUST 415 - SLO 3

JUST 420 - SLO 1

JUST 425 – SLO 1



Where were outcomes assessed?

- SLO 3 – Explain the key administrative and command and control elements of the evolving homeland security relationships among the intelligence community; Department of Homeland Security; interagency processes and institutions; federal, state, and local intergovernmental relations; and a comprehensive U.S. homeland security strategy.

JUST 375 - SLO 4, 5

JUST 380 - SLO 1, 3, 5, 7

JUST 415 - SLO 4, 5

JUST 425 - SLO 1, 2, 3, 4, 5, 6

LEST 375 – SLO 1, 2

- SLO 4 – Summarize private sector roles, responsibilities, and relationships with public sector entities involved with homeland security.

JUST 380 - SLO 7

JUST 420 – SLO 2, 3, 4, 6



Where were outcomes assessed?

- SLO 5 – Recognize the detailed mitigation, planning, response, and recovery phases to and from a homeland security incident.

JUST 326 - SLO 5

JUST 380 - SLO 4

JUST 420 – SLO 5, 6

- SLO 6 – Differentiate among the various homeland security threats, to include those that are man made, technological, and natural.

JUST 326 - SLO 1, 4

JUST 415 - SLO 6

LEST 375 - SLO 3

- SLO 7 – Distinguish among and assess the various homeland security approaches, techniques, and processes such as analytics, indications, warnings, and forecasting.

JUST 326 - SLO 5

JUST 380 - SLO 3, 5

JUST 415 - SLO 6

JUST 420 - SLO 6

JUST 425 - SLO 3

LEST 375 - SLO 2, 3, 4



How was the assessment accomplished?

- Student work assessed:
 - Calculation examinations (Pre- and post-tests, mid-term and final examinations) and quizzes
 - Discussion forum postings
 - Intelligence briefs
 - Research papers
 - Terrorist threat group analysis
 - Topic papers
- Measurement strategy:
 - Rubrics for topic papers, research papers, intelligence briefs, and discussion forum postings
 - Calculation examinations and quizzes
- Sample size:
 - 177 students
 - Students who were enrolled in the courses included in the Fall 2015 assessment were enrolled in the following academic programs:
 - Homeland Security (B.Tech.)
 - Legal Studies (B.Tech.)
 - Homeland Security (academic minor)
 - Students enrolled in other programs but taking courses as program/general electives



SLO 1 – Examine the historical and evolving concept of homeland security

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 326</i> (1 section)	100% of course SLO measures met target
<i>JUST 375</i> (1 section) Course SLOs not meeting target:	50% of course SLO measures met target SLO 1 (1 of 2 measures) SLO 2 (1 of 3 measures) SLO 5 (2 of 2 measures)
<i>JUST 380</i> (1 section) Course SLOs not meeting target:	33% of course SLO measures met target SLO 6 (1 of 1 measure)
<i>JUST 415</i> (1 section)	100% of course SLO measures met target
<i>JUST 420</i> (1 section)	100% of course SLO measures met target



SLO 2 – Discuss the strategic, operational, and tactical threats

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 326</i> (1 section) Course SLOs not meeting target:	67% of course SLO measures met target SLO 1 (1 of 1 measure)
<i>JUST 375</i> (1 section) Course SLOs not meeting target:	50% of course SLO measures met target SLO 2 (1 of 3 measures) SLO 3 (1 of 2 measures)
<i>JUST 380</i> (1 section) Course SLOs not meeting target:	0% of course SLO measures met target SLO 2 (1 of 1 measure)
<i>JUST 415</i> (1 section)	100% of course SLO measures met target
<i>JUST 420</i> (1 section)	100% of course SLO measures met target
<i>JUST 425</i> (1 section)	100% of course SLO measures were met



SLO 3 – Explain the key administrative and command and control elements

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 375</i> (1 section)	100% of course SLO measures met target
<i>JUST 380</i> (1 section) Course SLOs not meeting target:	67% of course SLO measures met target SLO 3 (1 of 1 measure) SLO 5 (1 of 1 measure)
<i>JUST 415</i> (1 section)	100% of course SLO measures met target
<i>JUST 425</i> (1 section) Course SLOs not meeting target:	25% of course SLO measures met target SLO 3 (1 of 2 measures) SLO 6 (1 of 2 measures)
<i>LEST 375</i> (1 section)	100% of course SLO measures met target



SLO 4 – Summarize private sector roles, responsibilities, and relationships

SLO 4 – Summarize private sector roles, responsibilities, and relationships
with public sector entities

<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 380</i> (1 section)	100% of course SLO measures met target
<i>JUST 420</i> (1 section)	100% of course SLO measures met target



SLO 5 – Recognize the detailed mitigation, planning, response, and recovery phases to and from a homeland security incident

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 326</i> (1 section)	100% of course SLO measures met target
<i>JUST 380</i> (1 section)	0% of course SLO measures met target
Course SLOs not meeting target:	SLO 4 (1 of 1 measure)
<i>JUST 420</i> (1 section)	100% of course SLO measures met target



SLO 6 – Differentiate among the various homeland security threats

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 326</i> (1 section)	100% of course SLO measures met target SLO 1 (1 of 1 measure)
<i>JUST 415</i> (1 section)	100% of course SLO measures met target
<i>LEST 375</i> (1 section)	100% of course SLO measures met target



SLO 7 – Distinguish among and assess the various homeland security approaches, techniques, and processes

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<u>Course</u>	<u>% Meeting Target</u>
<i>JUST 326</i> (1 section)	100% of course SLO measures met target
<i>JUST 380</i> (1 section) Course SLOs not meeting target:	0% of course SLO measures met target SLO 3 (1 of 1 measure)
<i>JUST 415</i> (1 section)	100% of course SLO measures met target
<i>JUST 420</i> (1 section)	100% of course SLO measures met target
<i>JUST 415</i> (1 section) Course SLOs not meeting target:	50% of course SLO measures met target SLO 3 (1 of 2 measures)
<i>LEST 375</i> (1 section)	100% of course SLO measures met target



Assessment results: What have the data told us?

- SLO 1 – Examine the historical and evolving concept of homeland security
 - Students excelled the most on:
 - Writing activities (e.g., discussion forum postings, threat group analysis, topic papers) (JUST 326, JUST 415, JUST 420)
 - Students struggled the most on:
 - Calculated exam questions (JUST 375, JUST 380)
- SLO 2 – Discuss the strategic, operational, and tactical threats
 - Students excelled the most on:
 - Writing activities (e.g., discussion forum postings, terrorist group analysis, topic papers) (JUST 326, JUST 375, JUST 415, JUST 420, and JUST 425)
 - Students struggled the most on:
 - Calculated exam questions (JUST 326, JUST 375, JUST 380)



Assessment results: What have the data told us?

- SLO 3 – Explain the key administrative and command and control elements
 - Students excelled the most on:
 - Calculated exam questions (e.g., pre- and post tests) (LEST 375)
 - Writing activities (e.g., discussion forum postings, intelligence briefs, topic papers) (JUST 415, JUST 425)
 - Students struggled the most on:
 - Calculated exam/quiz questions (JUST 380, JUST 425)



Assessment results: What have the data told us?

- SLO 4 – Summarize private sector roles, responsibilities, and relationships
 - Students excelled the most on:
 - Writing activities (e.g., discussion forum postings) (JUST 420)
- SLO 5 – Recognize the detailed mitigation, planning, response, and recovery phases to and from a homeland security incident
 - Students excelled the most on:
 - Calculated exam questions (JUST 326)
 - Writing activities (e.g., discussion forum postings, essay question responses) (JUST 380, JUST 420)
 - Students struggled the most on:
 - Calculated exam questions (JUST 380)



Assessment results: What have the data told us?

- SLO 6 – Differentiate among the various homeland security threats
 - Students excelled the most on:
 - Calculated exam questions (e.g., multiple choice examination questions, pre- and post tests) (JUST 326, LEST 375)
 - Writing activities (e.g., discussion forum postings) (JUST 420)
 - Students struggled the most on:
 - Calculated exam questions (JUST 326)



Assessment results: What have the data told us?

- SLO 7 – Distinguish among and assess the various homeland security approaches, techniques, and processes
 - Students excelled the most on:
 - Writing activities (e.g., discussion forum postings, essay question responses, topic papers) (JUST 380, 415, 420, 425)
 - Students struggled the most on:
 - Calculated exam/quiz questions (JUST 380, JUST 425)



Data-driven decisions: How the program has or plans to “close the loop” based on these results.

- Given the findings, what will the program do differently?
 - Change and update course curriculum to ensure it is relevant
 - Add course materials to ensure all learning styles are satisfactory addressed
 - Evaluate instructor active involvement in online courses
 - Increase instructional support (focus on encouraging the using of the criminal justice tutor)
 - Analyze assessment methods with a focus on examinations and quizzes



What resources will be used or will be requested to close the loop?

- Faculty will take increased ownership of their courses through greater involvement within the learning environment
- Faculty will explore curriculum resources to ensure course curriculum is relevant and meets the learning styles of the students (e.g., U.S. Department of Homeland Security, Center for Homeland Defense and Security – Naval Postgraduate School, National Consortium for the Study of Terrorism and Responses to Terrorism (START) – University of Maryland, National Security Studies Program – Johns Hopkins University, etc.)



What resources will be used or will be requested to close the loop?

- Faculty will work with the SUNY Canton instructional technologist to ensure online courses provide curriculum to meet a variety of student learning styles (e.g., greater use of video presentations that mirror material presented in text format, use of alternative instructional tools available to online classes, virtual table top activities, etc.)
- Faculty will explore instructional material that will assist in creating examinations and quizzes to ensure student learning objectives are being met (e.g., test question development, test question linkage to action verbs in student learning objectives, etc.)



What resources will be used or will be requested to close the loop?

- Faculty will be encouraged to create a more robust assessment plan for each course so that multiple learning styles can/will be assessed
- Faculty time is necessary to achieve each of the 'closing' of the loop activities

