



## Program (ALP) - Homeland Security MS

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**College or Division:** Education and Professional Studies

**Department:** Homeland Security and Criminal Justice

**Assessment Coordinator:** Dr. Oguzhan Basibuyuk

**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
7. Conducting Scientific Research

**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.
- 7.1 Encouraging students to design a scientific research including processes such as defining problem, designing questionnaires, determining data collection methods, data

analysis, interpretation, and reporting the results.

7.2 Demonstrating mastery in advanced analytical writing skills

7.3 Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors.

**Statement of Purpose:** The Master of Science degree in Homeland Security 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 degree also provides opportunities for students who desire to move into teaching or entry into a doctorate program. 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.

A graduate degree in homeland security can help prepare students for their careers by improving their verbal and written communication skills. 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.

SRSU Homeland Security MS program is one of the most affordable programs in the nation and includes many unique opportunities, including being 100% online, the chance to take classes during the year including summer semesters, a small number of classes which allow the students for more interaction with the instructors. The SRSU Homeland Security MS 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.

Here is one of our student testimonials below, which gives details about their experience with the SRSU Homeland Security MS program: "The graduate program in criminal justice at Sul Ross State University has been an excellent learning experience for me. The great professors I had the privilege of working closely with made it challenging, rewarding, and enjoyable, making you think outside the box. Being a family man and a working man had its challenges in dividing yourself in three, but in the end, you feel rewarded that you accomplished so much in a little over two years."

## Annual Updates

### 2019 - 2020

**Evidence of Improvement from Previous Assessment Cycle:** As evidenced by scores of students for CJ5323 Homeland Security, CJ 5340 Policy Making in Criminal Justice, and CJ 5334 Methods of Social Research courses and Department's Homeland Security MS program Comprehensive Exam, overall, there has been marked improvement compared to the previous cycles, the averages on the assessment tool met and exceeded the target goals. Students showed competence through the program. 3 out of 4 students, who took the comprehensive exam scored higher than 75% and passed on their first attempt. The other student passed the exam on his second attempt. In the Homeland Security Subject area, students scored a minimum of 77%, a maximum of 98% with an average of 84.3%. In the Policy Analysis Subject area, students scored a minimum of 81%, a maximum of 92% with an average of 87%. In the Research Methods area, students scored a minimum of 78%, a maximum of 93% with an average of 86.5%. Since the comprehensive exam is the key component of the program, we will continue to use it as an assessment capstone. However, as results indicate students' average score on the Homeland Security subject area is relatively lower than in other areas. For this reason, to keep the current success and for enhancing the content of the course for the future semesters, the faculty will be advised to utilize different strategies (such as recommending a reading list) to prepare the students for the exam and improve students' scores on this area.

### Student Learning Outcomes

### Assessment Methods

### Results

### Use of Results

**SLO1** - The student will be able to identify, assess, and evaluate legal

**Written Assignment** - a. Faculty will use a scoring rubric to assess

**Reporting Period:** 2019 - 2020  
**Conclusion:** Target Met

**Use of Results:** It is observed that the target for this course has been

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>challenges to the laws and policies of the homeland security domain.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2015 - 2016</p> <p><b>Start Date:</b> 08/25/2015</p>	<p>students by using a writing assignment in CJ 5323 that requires students to evaluate legal challenges to laws and/or policies.</p> <p><b>Target:</b> Students enrolled in CJ 5323 (Homeland Security) will score at least an average of 80% this writing assignme</p>	<p>Since it was accepted as capstone assignment, CJ5323 Homeland Security course was used to assess SLO1. 7 out of 8 students successfully completed the course in Fall 2019. Students should prepare 7 weekly papers regarding readings of the week. Results for the weekly papers (n=7) vary with a range of 83%-92% with a mean of 87.4%. Students also needed to prepare a final paper about any topic they choose regarding the topics covered during the semester. The average score on the final papers is 85%. The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course. (05/31/2020)</p>	<p>met. The department will continue to usesCJ5323 Homeland Security course as a capstone course for assessing the SLO1. For students evaluation, weekly papers, discussion board forums, and final papers will be used. Additionally, the faculty will be advised to utilize a pre-test and post-test experiment for this course. As mentioned previous assessment cycle, to keep the current success and for enhancing the content of the course for the future semesters, the following teaching strategies will continue to be used: 1) Updating the current syllabus and curriculum with the new developments in Homeland security domain (legal updates, events, case studies, etc.). 2) Demonstrating research examples from various topics in domain 3) Utilizing weekly reaction papers based on reading assignments for improving students' writing skills. (05/31/2020)</p>
	<p><b>Departmental Comprehensive Exam</b> - b. Faculty will evaluate student performance on the Comprehensive exam: Homeland Security Subject Area</p> <p><b>Target:</b> Students who take the Homeland Security Subject Area Comprehensive Exam will score 80% or higher on the questions over Homeland Security.</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> Target Met</p> <p>A total of 4 students completed Department's Homeland Security MS comprehensive exam in Fall 2019 and Spring 2020 semesters. 3 of those students scored higher than 75% and passed on their first attempt. 1 students could pass the exam on his second attempt. In the Homeland Security Subject area, students scored minimum 77%, maximum 98% with an average of 84.3%. In the Policy Analysis Subject area, students scored minimum 81%, maximum 92% with an average of 87%. In the Research Methods area, students scored minimum 78%, maximum</p>	<p><b>Use of Results:</b> Since the comprehensive exam is the key component of the program, we will continue to use it as an assessment capstone. However, as results indicate students' average score on the Homeland Security Subject area is relatively lower than other areas. For this reason, the faculty will be advised to utilize different strategies (such</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		93% with an average of 86.5%. (05/31/2020)	as recommending a reading list) to prepare the students for the exam and improve students' scores on this area. (05/31/2020)
<p><b>SLO2</b> - The student will be able to assess, evaluate, and develop appropriate policies that affect the overall operation and effectiveness of the homeland security domain.</p> <p><b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2015 - 2016  <b>Start Date:</b> 08/25/2015</p>	<p><b>Written Assignment</b> - a. Faculty in CJ 5340 Policy Making will use a scoring rubric to assess students' written evaluation of a policy in homeland security.  <b>Target:</b> Students in CJ 5340 Policy Making will score an average of 80% or higher on the written evaluation.</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> Target Met  3 out of 5 students successfully completed CJ5340 in the Spring 2020 semester. One student neither participated in any class activities nor finished any assignments. The other student requested an "Incomplete" because of unexpected personal issues. The students needed to answer weekly essay questions and prepare reaction papers regarding the readings of the week. The average score for written assignments and essay questions is 86.7%. The students also need to prepare a final policy analysis paper at the end of the semester. The average score for the final paper is 85%. Although the sample size of the students is relatively low, the average on the assessment tool met (exceeded) the target goal. (05/31/2020)</p>	<p><b>Use of Results:</b> The high score for the assessment may be a result of the strategy incorporated and recommended in the past cycle of assessment. Based on the same strategy the following teaching strategies will continue to be adopted for enhancing the content of the course for future semesters. 1) Demonstrating policy analysis examples from different issues (such as crime prevention, policing, crisis management, and disaster preparedness) related to Criminal Justice and Homeland Security domains. 2) Utilizing weekly reaction papers based on reading assignments for improving students' writing skills (05/31/2020)</p>
	<p><b>Departmental Comprehensive Exam</b> - b. Faculty will evaluate student performance on the Comprehensive Exam: Policy Making Subject Area.  <b>Target:</b> Students who take the Policy Making Subject Area Comprehensive Exam will score at least 80% on their exam questions over Policy Making.</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> Target Met  A total of 4 students completed Department's Homeland Security MS comprehensive exam in Fall 2019 and Spring 2020 semesters. All of those students scored higher than 75% in the Policy Analysis Subject area and passed on their first attempt. In the Policy Analysis Subject area, students scored minimum 81%, maximum 92% with an average of 87%. (05/31/2020)</p>	<p><b>Use of Results:</b> It is observed that the target for this course has been met. Since the comprehensive exam is the key component of the program, we will continue to use it as an assessment capstone (05/31/2020)</p>
<p><b>SLO3</b> - The student will be able to develop a working knowledge of the process and application of the</p>	<p><b>Project</b> - a. Faculty will use a scoring rubric in CJ 5334 Research Methods to score students' assigned Research</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> Target Met  Since it was accepted as a capstone assignment, CJ5334</p>	<p><b>Use of Results:</b> Considering with the Research Methods Subject</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.</p> <p><b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2015 - 2016  <b>Start Date:</b> 08/25/2015</p>	<p>Projects.  <b>Target:</b> Students enrolled in CJ 5334 Research Methods will score an average of 80% or higher on the Research Project.</p> <p><b>Departmental Comprehensive Exam</b> - b. Faculty will use a scoring rubric in CJ 5334 Research Methods to score students' performance on the Comprehensive Exam: Research Methods subject Area.  <b>Target:</b> Students enrolled in CJ 5334</p>	<p>Methods of Social Research course in Spring 2020 was used to assess SLO3. Of the 14 students completing this course, they scored a collective 85.1% in terms of the use and implementation of the scientific method towards describing how to conduct a study. Students should prepare 14 weekly papers regarding readings of the week. Results for the weekly papers (n=14) vary with a range of 75%-100% with a mean of 87.4%.  Students also needed to prepare a final research project paper about any topic they choose regarding the topics covered during the semester. The average score on the final papers is 83%. The average on the assessment tool met (exceeded) the target goal. Students showed competence through the course</p> <p>(05/31/2020)</p> <p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> Target Met  A total of 4 students completed Department's Homeland Security MS comprehensive exam in Fall 2019 and Spring 2020 semesters. All of those students scored higher than 75% in the Research Method Subject area and passed on their first attempt. In the Research Methods area, students</p>	<p>area average scores ( 86%) of the students, who entered Department's comprehensive exam and the current scores of the students who successfully finished CJ5334 Methods of Social Research course in Spring 2020 semester, it is obvious that the strategy incorporated and recommended in the past cycle of assessment is beneficial for our students. Based on the same strategy the following teaching strategies will continue to be adopted for enhancing the content of the course for future semesters. 1) Demonstrating scientific research examples from different issues (such as crime prevention, policing, crisis management, and disaster preparedness) related to Criminal Justice and Homeland Security domains. 2) Utilizing weekly reaction papers based on reading assignments for improving students' writing skills and 3) Educating students to incorporate more advanced research components, like secondary data, qualitative data analysis, and different statistical models (05/31/2020)</p> <p><b>Use of Results:</b> Use of Results It is observed that the target for this course has been met. Since the comprehensive exam is the key component of the program, we will continue to use it as an</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	Research Methods will score an average of 80% or higher on the questions over Research Methods on the comprehensive exam.	scored minimum 78%, maximum 93% with an average of 86.5%. (05/31/2020)	assessment capstone (05/31/2020)