

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BCJ Terrorism and Homeland Security**

**Section One:**

Activity Statement:

The Department selected the spring offering of ENF 343 to assess intended outcome #3. In lieu of using a traditional exam-based assessment tool, we opted to pursue a practical application of the learning objectives for ENF 343, ENF 345, and JUS 215. Students were divided into planning teams and they were given a fictitious albeit realistic scenario dealing with a potential terrorist event in Seneca County. Using course materials, problem-solving models, Seneca County planning documents and their imaginations, students were expected to analyze the situation, identify the problem(s), generate alternatives, and evaluate their incident action plan. Students presented their findings and recommendations in a PowerPoint briefing to the instructor and members of the Seneca County EMA (Dan Stahl and Mike Klaiss). We chose this assessment tool because it allowed students to apply what they had learned in all three courses. Our goal was to evaluate the students at the application level of Bloom's taxonomy where students would use their acquired knowledge to solve problems. We felt this was an appropriate level for these types of courses given the limited real-world experiences of most of the students. The EMA presence during the presentations added a touch of realism to the assessment process and offered the students an opportunity to get timely feedback on their planning efforts and to interact with local practitioners.

**Section Two:**

Intended Outcome #3: Students will apply accepted principles of homeland security by constructing an appropriate crisis action and response plan in accordance with current planning guidance and standards.

Assessment Criteria: Seventy-five percent of students will score an "80%" or better grade on a final product that requires students to produce an acceptable incident action plan in response to a hypothetical scenario: JUS 215/JUS 343/JUS 345.

Results of Outcomes Activity:

<u>2006-2007</u> Assessed Spring 2007	<u>Met</u> All four (100%) of the assessed planning teams scored above 80%.	The average score for the end-of-course exercise was 91.175%. The lowest score was 87%.
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**Section Three:**

Analysis and Action Plans:

While the assessment proved successful in meeting our original criteria, there were some mitigating circumstances that warrant consideration for future courses. There were only eight students in the course, so I divided the class into four sections of two. This was not an optimal number for achieving some of the team building objectives associated with emergency planning. Given our assessment criteria, this lent itself to this arrangement. The results were still effective, but I believe the planning experience would have been better with more students per team.

The student's academic background was another concern. Only three of the eight students had taken ENF 345. Moreover, only three students had JUS 215 and they were taking it concurrently with ENF 343. This

circumstance did not impact the quality of the student briefings, but I believe the presentations would have been even better had all (or most) students taken ENF 345 and JUS 215 prior to taking ENF 343. We must allow for students to take the course as an elective, but for those majoring in Homeland Security/Terrorism, it would seem to be advantageous to take the prerequisites. This circumstance may be corrected with the stabilization of the new curriculum sheets.

Another challenge that could be an anomaly concerned baseball team members. Twenty-five percent of the class (2 of 8) was on the team. After spring break, they were rarely in class due to the Tuesday afternoon scheduling. We were able to work around this circumstance, but it was not ideal.

This last major concern was the timing of the exercise preparation. I needed to start at least one or two weeks earlier than I did. Even with the condensed time, the students performed at or above expectations. This is an easy fix for the next ENF 343 offering.

Based on one of the EMA comments, the assessment could be enhanced by placing a greater emphasis on public information concerns. I plan to add a lesson or a portion of a lesson on how to deal with the media in emergency situations. I'm not sure if any other part of the curriculum addresses this real world concern.

The Department also needs to ensure ENF 345, ENF 343, and JUS 215 course and learning objectives are properly de-conflicted and integrated. This will take some time, but it is necessary to ensure we are not excessively duplicative in our course work and that we are stressing the right objectives in the right course. We plan to use the Homeland Security/Defense Education Consortium core competencies as a guide to further develop and refine our own curriculum.