

**Academic Program Assessment Plan  
Minor: Homeland Security Studies**

**Department of History and Political Science  
College of Humanities and Social Sciences  
Colorado State University-Pueblo**

Plan designed by Steven Liebel, Associate Professor of Political Science, Director of Center for the Study of Homeland Security (CSHS), May 2022.

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**Mission**

The Homeland Security Studies Program provides an opportunity for the scholarly study of the political and public policy issues involved in the field of homeland security and defense. Students will be exposed to the institutions, history, and current status of homeland security, as well as the evolution of tools utilized for the prevention and management of man made and natural disasters. Within these areas, the program also provides professional training and development opportunities in a growing sector of the economy (minor) and to serve mid-career professionals interested in expanding substantive knowledge and career advancement (certificate). Ultimately, the program provides a professional training environment in which the skills learned in the classroom (backed up by theory and research), are directly exportable to the post-academic environment of the student.

**Function within the University and Department**

The Program (encompassing both the Minor and the Certificate curriculum contained within the Minor) fulfills the missions of both the university and the department as described in the University Catalog:

“The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences.”

“The programs in history, political science, philosophy, and geography are intended to provide domains of study both for students who desire knowledge for personal enrichment and for students who desire to apply knowledge toward career objectives.... Departmental programs ... prepare students for occupations in government, business, education ...”

The Minor in Homeland Security Studies provides full time students a program in line with each mission. The program supplements existing baccalaureate programs with a professionally directed program informed through social scientific theories, practices, and higher order thinking. In doing so, it prepares students for a broad array of careers including, but not limited

to: state and local government; law enforcement; military; and professional academic training positions.

## **Goals and Student Learning Outcomes**

The following section is detailed in four areas. First, Undergraduate Degree General Outcomes are used as a foundation for student understanding and application. These identify broad points of program coverage, and inform the programs states goals. Second, Core Area Outcomes identify specific areas of concentration. Each core area must cover certain aspects of knowledge within homeland security. i.e., a course concentration in intelligence necessitates more specific knowledge of that area than others. Third, program goals are detailed that are in line with General and Core Area outcomes. Fourth and finally, Student Learning Outcomes are identified and are used the means to assess student learning and application. Student Learning Outcomes distill information from both the General Outcomes and Core Outcomes into identifiable means of program assessment.

### **I. Undergraduate Degree General Outcomes**

At a general level, homeland security, homeland defense, or similarly named degree B.A./B.S. programs should demonstrate that their graduates have:

- An ability to apply homeland security or defense concepts in a non-academic setting through an internship, cooperative, or supervised experience to include real-world experiences, strategies, and objectives.
- An understanding of professional ethics and how they apply in the field of homeland security or defense.
- An ability to work collaboratively.
- An ability to work creatively and expand tool and knowledge availability.
- A recognition of transnational and global application of homeland security or defense issues, strategies and operations.
- An ability to design, conduct and evaluate exercises applicable to the disciplines of homeland security or defense.
- An ability to identify, describe and critically evaluate applicable homeland security or defense technologies.
- Knowledge of contemporary or emergent threats, challenges or issues including natural, man made and technological hazards.
- Demonstrate the ability to synthesize, analyze or evaluate homeland security or homeland defense issues or challenges.

### **II. Core Area Outcomes**

Core area outcomes demonstrate professional breadth of preparation as it applies to the field of homeland security or defense. Programs satisfying core area outcomes should include the following curricular (i.e., core academic) areas. Suggested definitions for each academic area

follow. Homeland security, homeland defense or similarly named programs must demonstrate that their students have knowledge in the following areas:

**1. Intelligence** - *A systematic process of collection, analysis, and dissemination of information in support of national, state, and/or local policy or strategy.*

1. An ability to demonstrate knowledge of intelligence and counter-intelligence concepts, to include the collection, analysis, and dissemination of intelligence data both within the US and internationally.
2. An ability to demonstrate knowledge of the organization and mission of the United States Federal Intelligence Community, state and local intelligence agencies within the US, private/corporate sector intelligence efforts, and selected components globally.
3. An ability to demonstrate and synthesize fundamental intelligence concepts while understanding their variables, limitations, and shortcomings.

**2. Legal** –*Legal frameworks provide the basic direction of homeland security means and objectives and establish a context for homeland security within the broader purview of national security.*

1. An ability to demonstrate knowledge of legal and constitutional principles and their application in the area of Homeland or National Security law and policy.
2. An ability to demonstrate knowledge of case law, precedent, and court decisions relating to and having an effect upon homeland security policy and law.

**3. Emergency Management** - *Emergency management includes the process of preparation for and the carrying out of all emergency functions necessary to protect, prepare for, respond to, and recover from emergencies and disasters caused by all hazards, whether natural, technological, or human caused.*

1. An ability to demonstrate knowledge of emergency management and response concepts, operations, phases, and procedures across the range of homeland security challenges.
2. An ability to demonstrate knowledge of entry-level emergency management training and exercise types and strategies, and risk management principles.

**4. Risk Analysis** - *A systematic method of identifying the assets (e.g., critical infrastructure and key resources) of a system, the threats (i.e., strategic, political, economic, technological, or cultural) to those assets, and the vulnerability of the system to those threats in such a way as to be able to quantify threats and their consequences to a system for the purpose of developing appropriate countermeasures.*

1. An ability to demonstrate knowledge of risk analysis principles, processes, and techniques, in both the public and private sectors. This includes knowledge of an all hazards approach to risk analysis and infrastructure protection.
2. An ability to demonstrate knowledge of threat, vulnerability, consequence, and critical infrastructure analysis.
3. An ability to demonstrate basic industrial security strategies, challenges and principles.

**5. Critical Infrastructure & Key Resources – *Systems, resources and assets, whether physical or virtual, so vital to the United States that the incapacity or destruction of such systems, resources or assets would have a debilitating impact on national security, economic security, public health or safety, or any combination of these.***

1. An ability to demonstrate knowledge of the evolution and basic principles of critical infrastructure, in both the private and public sectors vital to their community, state or the nation.
2. An ability to identify and describe each of the recognized sectors of critical infrastructure and key resources, and identify appropriate counter measures using a risk-based methodology.
3. An ability to compare and contrast private sector and governmental responsibilities in the area of critical infrastructure/key resource identification and protection.
4. Identify and describe each mode of transportation and their responsible administrative authorities, threats to their security, and major legislative responses to transportation security threats including potential countermeasures to these security threats.

**6. Strategic Planning - *the process of defining an organization's strategy (a long term plan of action designed to achieve a particular goal or objective) or direction and making decisions on allocating its resources to pursue this strategy, including its capital, its technology and its human resources.***

1. An ability to demonstrate knowledge of applicable national strategies and plans, including their history, inter-relationships, similarities and differences.
2. An ability to demonstrate knowledge of the strategic planning interface between national, state, and local governments.
3. An ability to demonstrate knowledge of basic principles underlying strategic planning, and identify these principles as they apply to the National Strategy for homeland security.

**7. Terrorism** - *The threat or use of violence against symbolic targets, designed communicate to a broader audience for the attainment of political goals. Terrorism is a communicative practice designed to elicit a response from a target, generally from the creation of a fearful environment, which coerces the target to make choices amenable to the terrorists desires.*

1. An ability to demonstrate knowledge of the history and basic concepts of global terrorism to include groups, ideologies, and underlying causes.
2. An ability to demonstrate knowledge of specific types of terrorism (e.g., state-supported, transnational, domestic, international) including their similarities and differences.
3. An ability to demonstrate knowledge of the conceptual aspects of counter-terrorism, counter-terrorist activities, and outcomes and be able to identify and describe examples of these concepts.

**8. Strategic Communication** – *An effects-based approach of synchronized themes and messages designed to enable the implementation of the national elements of power; to include but limited to diplomatic, intelligence, military, economic, financial, information and law enforcement, toward the accomplishment of national and homeland security objectives.*

1. An understanding of interagency communications needs, methods and processes.
2. An ability to compose and deliver professional reports, presentations and briefings in order to develop and refine analytical abilities and to demonstrate effective oral and written communication skills.
3. An understanding of the national instruments of power and their role in communication and homeland security structures and agencies.

### **III. Homeland Security Studies Program Goals**

Keeping outcome goals and core academic areas in mind, the goals of the Center for the Study of Homeland Security are thus as follows:

1. To provide individual courses as well as an academic certificate and minor in the field of Homeland Security Studies.
2. To maintain congruence between course content and Core Area Outcomes.
3. To develop in certificate students writing and communication skills that are directly exportable to a real-world circumstance and professional career environment.
4. To develop in minor students skills in higher order thinking such as critical thinking and knowledge, and to properly socialize students into a professional mindset.

5. To develop in all students an understanding of the methods and ideas behind homeland security, defense, and application.
6. To provide students a professional education that is directly exportable to their post-academic environment.

#### **IV. Expected Student Learning Outcomes**

In order to assess the effectiveness of instruction and student learning as it pertains to meeting these General and Core criteria, the following Student Learning Outcomes are defined and assessed on an annual basis by the Director of the Center for the Study of Homeland Security:

1. Issue Awareness: Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.
2. Professional Communication: Students will be able to construct and compose professional written products such as: reports; briefings; and research, and deliver them via appropriate oral/visual techniques.
3. Critical Thinking: Students will be able to: recognize issues that are pertinent to homeland security; question issue validity; develop logically sound arguments pertaining to said issues; and evaluate sources of evidence pertaining to the issue (including contrary and supporting evidence).

The Certificate program and Minor will be assessed on the following annual cycle:

## Homeland Security Studies Minor/Certificate Program Assessment Plan Summary

Date revised: Academic Year 2020-2021

Student Learning Outcome	Measure description (direct or indirect?)	Expected level of student proficiency (definition and percentage)	Timeline or cycle
SLO 1 Issue Awareness	Direct measure: Students will demonstrate understanding of issues that are pertinent to homeland security via course discussion, papers, and exams.	70% of students will score at the proficient level.	Three year cycle. SLO 1 (2020-21), (2023-24).
	Indirect measure: Students are required to participate in regular class discussion.		
SLO 2 Professional Communication	Direct measure: students will construct objective research papers and briefings, and be able to deliver them orally via the appropriate medium. Students will also learn to write point papers, memos, and professional written analytic products.	70% of students will score at the proficient level.	Three year cycle. SLO 2 (2021-22), (2024-25).
	Indirect measure: Students are required to not only present work, but respond to Q&A sessions, interact with peers, and participate in regular class discussion.		
SLO 3 Critical Thinking	Direct measure: Students will be able to: question issue validity; evaluate sources of evidence pertaining to the issue (including contrary and supporting evidence); and formulate their own positions.	70% of students will score at the proficient level.	Three year cycle. SLO 3 (2022-23), (2025-26).
	Indirect measure: Students are required to practice applied thinking through participation in simulations, intelligence cycle analysis, and out of class exercises.		

The manner in which these Student Learning Outcomes are assessed is addressed both within the previous table and in more detail in the following section.

### **Assessment Methods and Results**

Program faculty are primarily adjunct instructors with professional training in relevant fields. The CSHS Director meets as necessary with faculty to discuss student performance, and compare intended learning outcomes with student performances in each program course offered. Course and program curricula are reviewed to evaluate alignment of individual course goals, content, and instructional methods with the overall program goals and outcomes.

Assessment will be conducted via: written assignments, presentations/briefings, in-class group presentations; discussion; question and answer sessions; simulations; and exercises. Students will be expected to develop, refine, and demonstrate pre-professional skills and/or growth.

These assignments will be read or observed by the Director of the Center for the Study of Homeland Security. Utilizing an established rubric, the Director will record independent scores based off of completed assignments. The Director then submits a report of the assessment findings, as well as any related action plans, to the chair of the Department of History and Political Science and the Political Science Program coordinator, the Dean of CHASS, as well as the Assistant Provost for Assessment and Student Learning. The CSHS director holds primary responsibility for ongoing program assessment activities as well as for revision of the plan itself.

To ascertain the level of student proficiency, students must be minimally proficient in all core areas. The expectation is that 70% of students achieve the level of “proficient, with few scoring either “exemplary”, “emerging” or “not present.”

To obtain the Minor students must successfully complete six courses with the Political Science departmental standard of a grade of C or better. Students will not pass key courses for certification without demonstrating proficiency.

### **Dissemination of Program Goals and Outcomes**

The CSHS director will meet with course instructors as necessary to determine whether changes should be made to individual course syllabi based on student learning outcome results. The director will discuss assessment data at scheduled semester Political Science Program meetings for analysis and recommendations.

To inform the public and the university community at large, written accounts of current program goals, expected student outcomes, and assessment activities are published in the Colorado State University Pueblo Catalog.



## **Curriculum (9 credit hour Certificate, 18 credit hour Minor)**

Students will receive, upon the completion of POLSC 270, 271, 272, a Certificate in Homeland Security Studies.

In order to receive a Minor in Homeland Security Studies, students must complete POLSC 270, 271, 272, and three of either 373, 374, 375 or 376.

Required courses that incorporate core student learning outcomes (SLOs):

1. *Introduction to Homeland Security*, (POLSC 270) 3 credits

An overview of homeland security and key threats and responses. Major topics addressed include the structure of the Department of Homeland Security and its relation to member, state, and local agencies; strategic and military approaches to countering threats; legal elements; and the role of government-private sector partnerships.

2. *Terrorism*, (POLS 271) 3 credits

An examination of extremist groups and private violence in the context of domestic monitoring, prevention, and response. Areas of emphasis will include recruitment and law enforcement vs. military approaches to counter-terrorism.

3. *Critical Incident Management*, (POLS 272) 3 credits

The policies and practices of local first responders, inter-agency relationships, specific threats including infrastructure failure, natural disasters, political violence, and unconventional weapons.

4. *Intelligence and National Security* (POLS 373) 3 credits

How does the Intelligence community operate and what is its role in homeland security? This course examines inter-agency relations as well as practical and political elements of domestic intelligence-gathering.

5. *Homeland Security and the Law* (POLS 374) 3 credits

This course explores the legal and constitutional aspects of homeland security and homeland defense. Topics include appropriate role of civil liberties, and sources of authority and constraint for practitioners.

6. *Threat and Strategic Planning* (POLS 375) 3 credits

Topics include the development of threat assessment and planning, public-private sector resource partnering, and crisis communications.

7. *Cyber Law* (POLS 376) 3 Credits

Explore domestic and international law and policy governing cyber-related issues such as cybercrime, cyberwar, and the balance between civil liberties and national security in an electronic age.

See attached curriculum map for relation of curriculum to outcomes

## Curriculum Map

- Course Designations:
  - 270 — Introduction to Homeland Security Studies
  - 271 — Terrorism
  - 272 — Critical Incident Management
  - 373 — Intelligence and National Security
  - 374 — Homeland Security and the Law
  - 375 — Threat and Strategic Planning
  - 376 — Cyber Law

<b>Homeland Security Program SLOs</b>	<b>270</b>	<b>271</b>	<b>272</b>	<b>373</b>	<b>374</b>	<b>375</b>	<b>375</b>
<u>Issue Awareness:</u> Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.	I	I	I	E	E	E	E
<u>Professional Communication:</u> Students will be able to construct and compose professional written products such as: reports; briefings; and research, and deliver them via appropriate oral/visual techniques.	I	I	I	E	E	E	E
<u>Critical Thinking:</u> Students will be able to: recognize issues that are pertinent to homeland security; question issue validity; develop logically sound arguments pertaining to said issues; and evaluate sources of evidence pertaining to the issue (including contrary and supporting evidence).	I	I	I	E	E	E	E



**Academic Program Assessment Report for AY 2021-2022**

Program: Minor - Homeland Security Studies (Due: June 1, 2022)

Date report completed: May 28, 2022

Completed by: Steven Liebel (Program Director)

Assessment contributors (other faculty involved): \_\_\_\_\_

Please describe the 2021-22 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2022. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2021-22 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> assessed?	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?

<p>Professional Communication: students will construct objective research papers and briefings, and be able to deliver them orally via the appropriate medium. Students will also learn to write point papers, memos, and professional written analytic products.</p>	<p>It has not previously been reported on. As instructed beginning in 2019, SLOs have been reduced and simplified. This SLO was introduced in the formal program assessment revision of 2020-21. It combines what were previously two separate SLO's (1) Writing and (2) Communication. This is its first year to be assessed.</p>	<p>Direct Measure: students will be able to construct professional research papers and briefings, and be able to deliver them orally via the appropriate medium. Students will also learn to write point papers, memos, and professional written analytic products. Students are required to not only present work, but respond to Q&amp;A sessions, interact with peers, and participate in regular class discussion.</p>	<p>9 students from the Spring term 200 level Terrorism course were sampled. 9 students constitutes every student in the course</p>	<p>As per the programs assessment plan, 70% of students should perform at or above "proficient" for each SLO. With 9 students in the assessment pool, 7 should achieve at or above proficiency.</p>	<p>8 of 9 students met the expectation of proficiency for issue awareness</p>	<p>Professional Communication Strengths: Students were tasked with a challenging assignment: to produce a holistic, and objective appraisal of a current terror organization, and be able to speak fluently to the class about it. In general, they performed very well. Weaknesses: This is a challenging assignment, forcing students to master content that is frequently foreign, and massive. 8 of 9 students met expectations, while 1 did not. This single student showed positive trajectory throughout the semester in writing and in-class communication, but was not able to make the final mark here. Thus, positive trajectory, but starting with too much ground to make up. Further, this particular student was physically "in" class each week, but mentally not present. Thus, regardless of time or instruction, would have faced difficulties.</p>	<p>Student performance in the research project and oral discussion were generally high level and satisfactory. The 2021-22 assessment indicates strength professional communication at the 200 level minor course. Students rose to the challenge of developing a holistic appraisal of often mercurial organizations, and were able to generate their own impressions of the future of the organization. As this is the first year to assess this SLO, context is lacking. As such, the program plans to allow the SLO to continue on in the new three year cycle to track progress. Because 2021-22 was generally a successful implementation, in 2021-22 the program will continue to push for the characteristics defined within the rubric.</p>
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Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-20 cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Professional Communication: students will construct objective research papers and briefings, and be able to deliver them orally via the appropriate medium. Students will also learn to write point papers, memos, and professional written analytic products.	Never assessed before.	As this is the first time this SLO is assessed, there were no prior cycles or recommendations. 2020-21 was used to revamp the assessment tools for this program. This is a new assessment with no prior recommendations.	As this is the first time this SLO is assessed, there were no prior cycles or recommendations to act upon.	As this is the first time this SLO is assessed, there were no prior cycles or recommendations from which to evaluate the impact of changes.

Comments on part II:

**Homeland Security Studies Minor/Certificate  
Professional Communication Rubric**

**Colorado State University Pueblo**

Intended student learning outcome assessed with this rubric:

- Students will be able to construct and compose professional written products such as: reports; briefings; and research, and deliver them via appropriate oral/visual techniques.

Student work assessed:

- Direction measure
  - Students will construct objective research papers and briefings, and be able to deliver them orally via the appropriate medium. Students will also learn to write point papers, memos, and professional written analytic products.
- Indirect measure
  - Students are required to not only present work, but respond to Q&A sessions, interact with peers, and participate in regular class discussion.

<b>Professional Communication</b>	<b>Exemplary:</b>	<b>Proficient:</b>	<b>Emerging:</b>	<b>Not Present:</b>
<b>Construction and Composition</b>	Construction and composition are <i>dynamic</i> , utilizing <i>varied</i> and <i>appropriate</i> tone, language volume, pace, and body language in support of argument(s). For presentations, attire <i>enhances</i> environment.	Construction and composition are <i>clear</i> , utilizing <i>appropriate</i> tone, volume, pace, and body language in support of argument(s). Attire <i>supports</i> environment.	Construction and composition are <i>occasionally</i> clear, using <i>flat</i> or <i>non-varied</i> tone, volume, pace, and body language in support of argument(s). Attire <i>detracts</i> from environment.	
<b>Methodology</b>	Research and presentation tools are <i>appropriate and logical</i> , utilizing <i>clear and understandable methodology</i> . Visual aids are <i>error-free</i> and <i>enhance</i> presentation environment.	Research and presentation tools are <i>mostly appropriate and logical</i> , and <i>generally</i> utilize clear and understandable methodology. Visual aids are <i>generally error-free</i> and <i>support</i> the presentation environment.	Research and presentation tools are <i>occasionally</i> appropriate and <i>logical</i> and may utilize <i>confusing</i> or multiple methodologies. Visual aids are <i>error-prone</i> and <i>detract</i> from the presentation environment.	
<b>Application</b>	Provides a <i>thorough</i> justification of conclusions, <i>clearly</i> explains rationales and assumptions.	Provides a justification of conclusions, <i>explains</i> rationales and assumptions.	Conclusions are <i>not clearly</i> justified, and/or assumptions are not explained.	