



2021 Academic Program Assessment Report

Homeland Security Minor

Program current assessment plan here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/results-and-reports/2014/plans/HomelandSecurityMinor6114.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2014/plans/HomelandSecurityMinor6114.pdf)

Program prior assessment report here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2020/report/homeland-security-2020-assessment-memo.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/homeland-security-2020-assessment-memo.pdf)

Report Completed By: Liebel, Steven. R (Submitted via email to Trisha Pocius 6/1/2021)

Date Report Completed:

Faculty members involved in this Assessment:

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency 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 program are planned based on this assessment?
Issue Awareness Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.	New SLO for 2021. This SLO has never been assessed at any time prior to 2020-21	Direct measure: Students will demonstrate understanding of issues that are pertinent to homeland security via course discussion, papers, and exams. Indirect measure: Students are required to participate in regular class discussion.	11 students from the Spring term 300 level Threat and Strategic Planning course were sampled. 11 students constitutes every student in the course.	As per the programs assessment plan, 70% of students should perform at or above "proficient" for each SLO. With 11 students in the assessment pool, 8 should achieve at or above proficiency.	9 of 11 students met the expectation of proficiency for issue awareness.	Issue Awareness Strengths: Students were tasked with a challenging assignment: to design a lesson on a current topical event and effectively teach the class the ins and outs of said topic. In general, they performed very well. Weaknesses: This is a challenging assignment, forcing students to master a large topic, develop slides, and a lesson plan, and effectively communicate with the class their new knowledge and conclusions. If there is a weakness it's not the students themselves, it's that the 300 level expectations were forcing them out of their comfort zone. This is not a "weakness."	Student performance in the observed lesson development and presentations were high level and satisfactory. The 2020-21 assessment indicates strength in issue awareness at the 300 level minor course. Students rose to the challenge of a new multi-week task, and displayed encouraging levels of awareness of past events and what it means for the future on events directly related to homeland security and defense. 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 2020-21 was generally a successful implementation, in 2021-22 the program will continue to push for the characteristics defined within the rubric.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.								
A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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 column H and/or feedback?	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?				
Issue Awareness Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.	Never assessed before	As this is the first time this SLO is assessed, there were no prior cycles or recommendations. 2019-2020 did not have a formal assessment due to COVID 19. As such, 2020 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.				
<b>Comments on part II:</b>								

<b>Homeland Security Studies Minor/Certificate</b>								
<b>Issue Awareness Rubric</b>								
<b>Colorado State University Pueblo</b>								
Intended student learning outcome assessed with this rubric:								
• Students will demonstrate understanding of issues that are pertinent to homeland security via course discussion, papers, and exams.								
Student work assessed:								
• Direct Measure								
• Students will demonstrate understanding of issues that are pertinent to homeland security via course discussion, papers, and exams.								
• Indirect measure:								
• Students are required to participate in regular class discussion.								
<b>Knowledge</b>	<b>Exemplary:</b>	<b>Proficient:</b>	<b>Emerging:</b>	<b>Not Present:</b>				
<b>Comprehension</b>	<i>Full and comprehensive understanding of historical events and current issues, concepts, and arguments</i>	<i>Understanding of historical events and current issues, concepts, and arguments, but lacks full clarity and development.</i>	<i>Minimal understanding historical events and current issues</i>					
<b>Breadth of Awareness</b>	<i>Makes connections between historical and contemporary events based on multiple sources</i>	<i>Attempts making connections between historical and contemporary events based on minimal sources</i>	<i>Superficially makes connections between historical and contemporary events based on developing sources</i>					

<b>Application</b>	Be able to identify issues of current relevance, and based on past events or developing circumstances, fully elucidate possible solutions or consequences.	Be able to identify or closely associate issues of current relevance with past events, and attempt to develop possible solutions.	Limited ability to identify or associate current and historical issues, and minimal ability to develop propositions.				
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