



2022 Academic Program Assessment Report	Program current assessment plan here: <a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/2022-plans/homeland-security-minor-assessment-plan-2022.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/2022-plans/homeland-security-minor-assessment-plan-2022.pdf</a>
Homeland Security Studies Minor	Program prior assessment report here: <a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/homeland-security-minor-2021-assessment-report.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/homeland-security-minor-2021-assessment-report.pdf</a>

Report Completed By:	Steven Liebel
Date Report Completed:	05/28/2022
Faculty members involved in this Assessment:	Steven Liebel

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:** The Homeland Security Studies program at CSU Pueblo aims to education students in: management; prevention; and response to man made and natural disasters. The program employs faculty with lifelong career experience in their field: national security; law; intelligence; terrorism; etc., and brings them into the classroom to develop in our students and cogent, tactile, education, that is immediately exportable into the students chosen career field.

**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?
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.	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 it's first year to be assessed.	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&A sessions, interact with peers, and participate in regular class discussion.	9 students from the Spring term 200 level Terrorism course were sampled. 9 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 9 students in the assessment pool, 7 should achieve at or above proficiency.	8 of 9 students met the expectation of proficiency for issue awareness	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.	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.

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