

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

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

Plan appended by Steven Liebel, Assistant Professor of Political Science, Director of Center for the Study of Homeland Security (CSHS), May 2013.

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Mission

The Homeland Security Studies Program offers an in-depth opportunity for the scholarly study of the political and public policy issues involved in the homeland security field of governance and industry. It is also intended to provide professional development opportunities for graduates in a growing sector of the economy and to serve mid-career professionals interested in expanding substantive knowledge and career advancement.

The Program (encompassing the Minor degree and the non-transcribed 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 ...”

Goals and Student Learning Outcomes

In 2010, the national Homeland Security and Defense Education Consortium Association (HSDECA) proposed national accreditation standards and learning outcomes for homeland security undergraduate and graduate degree programs. While

no guidelines were proposed for certificates or minors, the program has adopted and adapted the learning outcomes for undergraduate programs as the basis for the Certificate/Minor curriculum so as to be in compliance with all accreditation recommendations.

The following section is detailed in three areas. First, Undergraduate Degree General Outcomes are used as a foundation for student understanding and application. These identify broad points of program coverage. Second, Core Area Outcomes identify specific areas of concentration that are necessary for HSDECA program compliance. 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 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.

Undergraduate Degree General Outcomes (HSDECA a-i)

According to HSDECA, satisfying general outcomes indicate that programs meet a minimum set of professional and intellectual standards in degree curriculum. Though some of the following outcomes may be satisfied by program coursework, some may be satisfied by the institution's general education requirements, course test out or high school AP equivalency. Thus, at a general level, homeland security, homeland defense, or similarly named baccalaureate degree programs must demonstrate that their graduates have:

- a) 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.
- b) An understanding of professional ethics and how they apply in the field of homeland security or defense.
- c) An ability to apply knowledge of mathematics and science.
- d) An ability to work collaboratively.
- e) A recognition of transnational and global application of homeland security or defense issues, strategies and operations.
- f) An ability to design, conduct and evaluate exercises applicable to the disciplines of homeland security or defense.
- g) An ability to identify, describe and critically evaluate applicable homeland security or defense technologies.
- h) Knowledge of contemporary or emergent threats, challenges or issues including natural, man made and technological hazards.

i) Demonstrate the ability to synthesize, analyze or evaluate homeland security or homeland defense issues or challenges (i.e., either a capstone practicum or undergraduate thesis).

Core Area (CA) Outcomes (HSDECA 1-23)

Core area outcomes demonstrate professional breadth of preparation as it applies to the field of homeland security or homeland defense. Programs satisfying core area outcomes should include the following curricular (i.e., core academic) areas. Suggested definitions for each academic area follow. Although programs can assume some latitude in how their specific curriculum integrates or operationalizes each of the core areas below, programs must accomplish each of the following outcomes. Whereas undergraduate programs must accomplish each of the following outcomes at a lower level of learning, graduate programs must accomplish these outcomes, but demonstrate a higher level of learning than undergraduate programs. Hence, homeland security, homeland defense or similarly named programs must demonstrate that their students have:

CA1. 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 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.

CA2. Law & Policy –*Legal and policy formulations that provide the basic direction of homeland security means and objectives and establish a context for homeland security within the broader purview of national security.*

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

CA3. 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. Emergency management is a comprehensive and continuous improvement oriented process designed to save lives, avoid injury or illness, and minimize damage to the environment and economic losses to property.*

6) An ability to demonstrate knowledge of emergency management and response concepts, operations, phases, and procedures across the range of homeland security challenges.

7) An ability to demonstrate knowledge of entry-level emergency management training and exercise types and strategies, and risk management principles.

CA4. 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.*

8) 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.

9) An ability to demonstrate knowledge of threat, vulnerability, consequence, and critical infrastructure analysis.

10) An ability to demonstrate basic industrial security strategies, challenges and principles.

CA5. 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.*

11) 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.

12) 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.

13) An ability to compare and contrast private sector and governmental responsibilities in the area of critical infrastructure/key resource identification and protection.

14) 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.

CA6. 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.*

15) An ability to demonstrate knowledge of applicable national strategies and plans, including their history, inter-relationships, similarities and differences.

16) An ability to demonstrate knowledge of the strategic planning interface between national, state, and local governments.

17) 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.

CA7. Terrorism - *The threat of violence, individual acts of violence, or a campaign of violence designed primarily to instill fear. Terrorism is violence for effect: not only and sometimes not at all for the effect on the actual victims of the terrorists' cause. Fear is the intended effect, not the by-product of terrorism.*

18) An ability to demonstrate knowledge of the history and basic concepts of global terrorism to include groups, ideologies, and underlying causes.

19) An ability to demonstrate knowledge of specific types of terrorism (e.g., state-supported, transnational, domestic, international) including their similarities and differences.

20) 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.

CA8. 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.*

21) An understanding of interagency communications needs, methods and processes.

22) 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.

23) An understanding of the national instruments of power and their role in communication and homeland security structures and agencies.

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 and faculty from the Department of Political Science:

1. Knowledge: Students will be able to demonstrate knowledge of: intelligence and counter-intelligence concepts; legal and constitutional principles pertaining to homeland and national security policy; strategic planning interfaces between national, state, and local governments; conceptual aspects of terrorism and counter-terrorism; and understand basic inter-agency communication needs, methods, and processes.
2. Writing: Students will be able to construct and present coherent, objective, and well reasoned arguments or discussions pertaining to topics on homeland security.
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).
4. Communication: Students will be able to construct, compose, and deliver professional reports, research, and briefings.

The program will be assessed on the following annual cycle:

2012-13: Communication
2013-14: Critical Thinking
2014-15: Writing
2015-16: Knowledge

The manner in which these Student Learning Outcomes are assessed is addressed in the following section.

Assessment Methods and Results

Program faculty are primarily adjunct instructors with professional training in relevant fields. The CSHS Director meets annually with faculty to compare intended learning outcomes with student performances in each of the three Certificate program courses (all offered annually). 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 and/or in-class presentations. Which is assessed depends on the annual cycle of student learning outcomes as determined by the Department of Political Science and Director of the Center for the Study of Homeland Security. Students will be expected to present key findings on best practices in published literature and cases histories, apply theoretical concepts to current events and case studies, and to demonstrate pre-professional skills in developing effective written work and live presentations.

These assignments will be read or observed by the program director and faculty from the Department of Political Science. Utilizing an established rubric, each observer will record independent scores. Scores are then provided to the program director to draft a comprehensive report. The program coordinator 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, 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.

Within the parameters of national accreditation standards, students must be minimally proficient in all core areas to receive the degree or certification that connote pre-professional competence. To obtain the Minor students must successfully complete all 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. After the Minor enters the Catalog next year, accurate data will become available for student proficiency rates.

The CSHS director will meet with course instructors at least once per year 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. The CSHS Director will provide program faculty with written copies of the goals, outcomes, and curriculum map. Descriptions of

program activities are provided prior to the awarding of Certificates at the annual Political Science Forum.

Curriculum (9 credit hour non-transcripted Certificate)

Students will receive, upon the completion of POLSC 270, 271, and 272, a non-transcripted Certificate in Homeland Security Studies that is awarded by the Political Science Program, which also independently maintains student records for this award. The three courses for the Certificate correspond to the state-approved curriculum adopted by UCCS for its homeland security certificate program.

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*, (POLSC 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*, (POLSC 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.

See curriculum map for relation of curriculum to level of expected student learning outcomes.

These three courses are only reflective of the courses necessitated for the Certificate program. The Center for the Study of Homeland Security Studies also offers additional courses and a full academic minor to fully fulfill the academic obligations as presented by the HSDECA.

Curriculum Map

- Course Designations:
 - 270 – Introduction to Homeland Security Studies
 - 271 – Terrorism
 - 272 – Critical Incident Management

- Student Learning Outcome Expectation:
 - I: Introduce
 - E: Expand
 - R: Refine

Homeland Security Certificate	270	271	272
Demonstrate knowledge of the strategic planning interface between national, state, and local governments.	I	I	I
Demonstrate knowledge of the conceptual aspects of counter-terrorism.		I	I
Understanding of interagency communications needs, methods and processes.	I	I	I
Compose and deliver professional reports, presentations and briefings.	I	I	E

Document Changes

- May 2013:
 1. Assessments section amended to reflect more closely the means of annual assessment (i.e., written paper and verbal presentation).
 2. Course curriculum and “Assessment Methods and Results” section amended to accurately reflect the course work necessary for the certificate, not the minor (i.e., three courses removed), wording respecified.
 3. Courses listed in curriculum specified as “270, 271, 272” to remove ambiguity from student expectations for completion.
 4. Curriculum map description refined.
 5. “Goals and Student Learning Outcomes” final paragraph clarified to represent restructured section on General/Core Outcomes and Student Learning Outcomes.
 6. “Undergraduate Degree General Outcomes (HSDECA a-i)” edited to reflect HSDECA acronym.
 7. “Core Area (CA) Outcomes (HSDECA 1-23)” edited for formatting
 8. “Student Learning Outcomes” section added. This addition was made to reflect changes to the 2013-2014 CSU-Pueblo Catalog on program Student Learning Outcomes.
 9. “Curriculum” section relocated to end of document.
 10. Curriculum Map learning outcome for POLSC 271, Terrorism, “Compose and deliver professional reports, presentations and briefings” changed from “E” to “I” to better reflect the courses 200 level expectations.
 11. Assessment method adjusted. The phrase: “In addition to faculty assessments, in-class written evaluations are collected from all students on the final day of class” has been removed. This action was taken because the assessment of Student Learning Outcomes by the program director and outside faculty is reflective of instructor ability. With the addition of student feedback via anonymous online evaluations, and annual consultations between the Director and faculty, these written evaluations are viewed as redundant.
 12. Assessment method adjusted. The phrase: “The CSHS director will meet with course instructors at least once per semester” has been appended to “at least once per year.” This is because it is not possible to meet every semester given that assessment only occurs once per year. The program director will meet with all faculty once per year following assessment to update instructors on outcomes and future goals and revisions.