

**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 2017.

Plan originally developed by David Malet, Assistant Professor of Political Science, Director of Center for the Study of Homeland Security (CSHS), March 2012.

Primary Contact for Assessment: Steven Liebel

**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 field of homeland security and defense. It is also intended to provide professional development opportunities for graduates in a growing sector of the economy (minor) and to serve mid-career professionals interested in expanding substantive knowledge and career advancement (certificate).

The Program (encompassing both the Minor degree and the non-transcripted 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 Certificate in Homeland Security Studies provides students and mid-career professionals a program in line with the each mission. The program provides an admixture of hands-on tactile learning and theoretically informed analysis. This

education is directly exportable to a real-world environment and to the advancement of those seeking personal enrichment and career advancement.

### **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, this program has adopted and adapted HSDECA 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 four 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, 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.

### **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.

## **Homeland Security Studies Program Goals**

Keeping HSDECA 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 as defined by the HSDECA.
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.

## 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, as well as program goals, 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 for either the Certificate or Minor:

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 coherent, objective, and well reasoned arguments 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.

Because the Certificate is subsumed within the Minor, the goals of the certificate program contribute to the overall educational experience and goals of the minor. The Certificate SLO's are thus assessed independently and in conjunction with the SOL's of the Minor. The two programs are thus assessed simultaneously, but with different SOL's in mind. The primary distinction springs from the need of certification students to learn immediately applicable skills, while minors master skills of higher order thinking. The Certificate program and Minor will be assessed on the following annual cycle:

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

**Date Updated: November 2015**

<b>Student Learning Outcome</b>	<b>Measure description (direct or indirect?)</b>	<b>Expected level of student proficiency (definition and percentage)</b>	<b>Timeline or cycle</b>
<p>SLO1 Critical Thinking</p>	<p>Direct measure: 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).</p>	<p>80% of students will score on the assessment rubric at the proficient level.</p>	<p>2 year cycle for Minor (2015-16, 2017-18)</p>
	<p>Indirect measure: Students are required to practice applied thinking through participation in simulations, intelligence cycle analysis, and out of class exercises.</p>		<p>Annually</p>
<p>SLO2 Knowledge</p>	<p>Direct measure: 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.</p>	<p>80% of students will score on the assessment rubric at the proficient level.</p>	<p>2 year cycle for Minor (2016-17, 2018-19)</p>
	<p>Indirect measure: Students are required to display an understanding of historical and politically relevant concepts and arguments through: briefings, written assignments, and group exercises.</p>		<p>Annually</p>



SLO3 Writing	Direct measure: Students will be able to construct coherent, objective, and well reasoned arguments pertaining to topics on homeland security.	80% of students will score on the assessment rubric at the proficient level.	2 year cycle for certificate program (2015-16, 2017-18)
	Indirect measure: Students are required to write research papers that encompass background knowledge, independent research, and logical reasoning/order.		Annually
SLO4 Communication	Direct measure: Students will be able to construct, compose, and deliver professional reports, research, and briefings.	80% of students will score on the assessment rubric at the proficient level.	2 year cycle for Minor (2016-17, 2018-19)
	Indirect measure: Students are required to present their research formally to their class as an individual or as a team, and are required to participate in regular class discussion.		Annually

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 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, presentations/briefings, and in-class group presentations. 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/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 both submitted research papers and presentations. 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 to receive the degree or certification that connote pre-professional competence. The expectation is that 80% of students achieve the level of “proficient, with few scoring either “exemplary”, “emerging” or “not present.”

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.

### **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. The CSHS Director will provide program faculty with written copies of the goals, outcomes, and curriculum map in a timely fashion.

## **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 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 (certificate and minor)
  - 271 – Terrorism (certificate and minor)
  - 272 – Critical Incident Management (certificate and minor)
  - 373 – Intelligence and National Security (minor only)
  - 374 – Homeland Security and the Law (minor only)
  - 375 – Threat and Strategic Planning (minor only)

<b>Homeland Security Program SLOs</b>	<b>270</b>	<b>271</b>	<b>272</b>	<b>373</b>	<b>374</b>	<b>375</b>
<u>Knowledge</u> : 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.	I	I	I	E	E	E
<u>Writing</u> : Students will be able to construct coherent, objective, and well reasoned arguments or discussions pertaining to topics on homeland security.	I	E	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
<u>Communication</u> : Students will be able to construct, compose, and deliver professional reports, research, and briefings.	I	E	I	E	E	E

## Itemized Changes to Assessment Plan

- 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.
  
- May 2014
  1. Annual cycle for SLO adjusted to reflect short term nature of certificate program and long term nature of minor, as well as goals of the certificate

program being separate from the minor. This change was recommended in 2012-13 and allows for the assessment of multiple SLO's at the same time.

2. Certificate program mission statement updated to define the goals of the program and to emphasize their congruence with the missions of both the university and department. This update also emphasizes the relationship between the professional training students receive in class and career development.
3. Assessment Methods and Results section updates to reflect a newly included metric of "expected achievement level" and to incorporate means of assessment that are more expansive than simply written work. This includes the addition of a student portfolio monitoring procedure, newly implemented for certificate students, that allows the director to identify student strengths and weakness early in the program, so as to provide clarity for how the students needs can best be addressed moving forward.
4. A new section was added to the plan: Dissemination of Program Goals and Outcomes. This helps to better delineate the manner in which the program director will incorporate the findings of the annual assessment into the curriculum with both the faculty, and public.
5. Numerous passages have been eliminated that give reference to the minor bring in it's first year.
6. Curriculum map revised to reflect on recommendations made in 2012-13 that it should include SLOs that are assessed directly as opposed to alternative technical SLOs. This adjustment also reflects the revised program SLO's made in 2013-14.
7. Program goals have been revised so as to maintain consistency with the HSDECA, but to also focus on the purpose of the assessment.

- November 2015

1. Assessment plan updated to reflect universal formatting.
2. Updated language for writing SLO to reflect 2014-15 assessment suggestions.

- May 2016

1. "Portfolio" terminology removed from section on "Assessment Methods and Results." The portfolio is removed as a monitoring procedure for certificate students.
2. Terminology "At least once per year" in reference to Director communicating with faculty changes to SLOs removed and replaced with "as necessary" within "Dissemination of Program Goals and Outcomes."
3. Terminology "Descriptions of program activities are provided prior to the awarding of Certificates at the annual Political Science Forum" in reference to Director communicating with program faculty, is removed and replaced with "In a timely fashion" within "Dissemination of Program Goals and Outcomes."

4. Updated language for writing SLO to reflect 2014-15 assessment suggestions placed within writing rubric.

- May 2017

1. SLO3 and SLO4 were revised to reflect new bi-annual schedule/cycle. Writing and Communication will no longer both be assessed every year. They will instead be assessed on a rotating schedule every other year.

1. Language within "Assessment Methods and Results " has be changed to reflect.

Program: Homeland Security Studies (certificate)

Date: May 18, 2017

Completed by: Steven Liebel, PhD (Program Director)

**Assessment contributors (other faculty involved in this program’s assessment):**

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Please complete this form for each undergraduate, 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, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2017. You’ll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2016-2017 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2017-2018 based on the assessment process. In Part II, please describe activities engaged in during 2016-2017 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2015-2016. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

<p>A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b></p>	<p>B. When was this SLO last assessed? Please indicate the semester and year.</p>	<p>C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b></p>	<p>D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.</p>	<p>E. What is the expected achievement level and how many or what proportion of students should be at it?</p>	<p>F. What were the results of the assessment?</p>	<p>G. What were the department’s conclusions about student performance?</p>	<p>H. What changes/ improvements to the <u>program</u> are planned based on this assessment?</p>
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<p>1. Communication</p> <p>From the SLO statement: Communication: "Students will be able to construct, compose, and deliver professional reports, research, and briefings."</p>	<p>Spring 2016</p>	<p>Communication:</p> <p>The program director observed and evaluated in-class presentations of student research on terrorist organizations. Evaluations were performed taking into account feedback students were provided prior to presentations on content, technique, attire, and presentation materials.</p> <p>See communication rubric attached at end of document.</p>	<p>21 students from the Spring term 200 level Terrorism course were sampled. 25 students constitutes every student in the course, but one student withdrew, and three students failed to show to their presentation.</p>	<p>As per the programs assessment plan, 80% of students should perform at or above "proficient" for each SLO. With 21 students in the assessment pool, 17 should achieve at or above proficiency.</p>	<p>19 of 21 students met the expectation of proficiency for communication.</p> <p>There was one student who dressed inappropriately, and one student whose presentation suffered in total as a result of out-of-class personal issues.</p>	<p>Communication:</p> <p>Strengths – Students displayed a knowledge of theoretical causes, underlying conditions, and organizational concerns. Students, by and large, dressed appropriately for a professional style presentation. Finally, students displayed clear communication skills in post-presentation question session.</p> <p>Weaknesses – Students displayed a weakness in extrapolating from past and current behavior to future expectations.</p>	<p>The 2016-17 year assessment indicates strength in communication with isolated pockets of weakness.</p> <p>Student presentations were professional and scored highly. They were well organized, were responsive to instructor feedback, and addressed required areas. Student dress was professional.</p> <p>Areas of growth for the future include increased time spent on ways to extrapolate from past behavior onto the future. This last point has been a concern for two academic years (noted in the 2015-16 assessment), and in spite of further emphasis on this point in 2016-17, students failed in predictive thought. In reality, the ability to do this is related to their ability to do quality research on the topic and to then assess under what conditions their groups behavior will change. Their ability to present this is secondary. As such, there will thus be additional emphasis placed on this area within their research/writing requirements in 2017-18.</p>

**Comments:**

**Communication:**

To meet the expectation of 80% proficiency, 17 of 21 students must attain said level. Upon assessing all students according to the same communication rubric, 19 achieved proficiency. This is at the necessary level. One student failed to achieve proficiency given inappropriate attire, another for personal reasons. Throughout the classes presentations, there were numerous isolated instances of students: reading off of their notes, re-starting the presentation after progressing several minutes in, moving too fast, speaking informally, etc. However, the majority of the students were able to err in only one area and excel in others, allowing the class as a whole to succeed.

**II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>1. Communication</p> <p>From the SLO statement:</p> <p>Communication: "Students will be able to construct, compose, and deliver professional reports, research, and briefings."</p>	<p>Spring 2016</p>	<p>There were no recommendations from the 2015-16 assessment cycle. Assessment feedback was not provided until February of 2017, too late for incorporation.</p>	<p>No, there were no recommendations to act upon. Assessment feedback was not provided until February of 2017, too late for incorporation.</p>	<p>As there were no changes suggested, none were made, and as a result, there is nothing to report in so far as it pertains to their effectiveness.</p>

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## Comments:

### Communication:

Students did well in this SLO in Spring 2016, and again in Spring 2017. Because there was no feedback or suggestions for improvement in this regard, the only momentum for change was the assessment itself, which called for an increased push in developing an understanding of the future trajectory of the organization. As this was again a weak spot in the presentation, but recognizing that it is likely linked to the quality of the research done by the student on their organization, the push in 2017-18 will be to develop these skills through research technique.

**Homeland Security Studies Certificate  
Colorado State University--Pueblo  
Communication Rubric**

Intended student learning outcome assessed with this rubric:

- *Students will be able to construct, compose, and deliver professional reports, research, and briefings.*

Student work assessed:

- Research presentation/briefing

<b>Communication</b>	<b>Exemplary:</b>	<b>Proficient:</b>	<b>Emerging:</b>	<b>Not Present:</b>
<b>A. Delivery</b>	Delivery is <i>dynamic</i> , utilizing <i>varied</i> tone, volume, pace, and body language in support of argument(s). Attire <i>enhances</i> environment.	Delivery is <i>clear</i> , utilizing <i>appropriate</i> tone, volume, pace, and body language in support of argument(s). Attire <i>supports</i> environment.	Delivery is audible, utilizing <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>B. Presentation Tools</b>	Presentation tools are <i>logical</i> , utilizing <i>clear</i> sequences and transitions. Visual aids are <i>error-free</i> and <i>enhance</i> presentation environment.	Presentation tools are <i>mostly logical</i> and <i>generally</i> utilize clear sequences and transitions. Visual aids are <i>generally error-free</i> and <i>support</i> the presentation environment.	Presentation tools are <i>occasionally logical</i> and may utilize <i>confusing</i> sequences and transitions. Visual aids are <i>error-prone</i> and <i>detract</i> from the presentation environment.	
<b>C. Question and Answer Period</b>	Provides a <i>thorough</i> justification of conclusions, <i>clearly</i> explains rationales and assumptions.	Provides a justification of conclusions, explains rationales and assumptions.	Conclusions are not clearly justified, and/or assumptions are not explained.	