



Academic Program Assessment Report for AY 2020-2021

Program: Certificate - Homeland Security Studies (Due: **June 1, 2021**)

Date report completed: May 25, 2021

Completed by: Steven Liebel (Program Director)

Assessment contributors (other faculty involved): _____

Please describe the 2018-2019 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, 2021. 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 2021-2022 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	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.	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 program are planned based on this assessment?

<p>Issue Awareness</p> <p>Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.</p>	<p>New SLO for 2021. This SLO has never been assessed at any time prior to 2020-21</p>	<p>Direct measure: Students will demonstrate understanding of issues that are pertinent to homeland security via course discussion, papers, and exams.</p> <p>Indirect measure: Students are required to participate in regular class discussion.</p>	<p>18 students from the Spring term 200 level Terrorism course were sampled. 18 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 18 students in the assessment pool, 13 should achieve at or above proficiency in issue awareness.</p>	<p>15 of 18 students met the expectation of proficiency for communication.</p> <p>This level of proficiency is judged on the basis of two students receiving less than passing marks against a standardized rubric and syllabus statement of expectations, and one student failing to participate in class discussions and debate on any level.</p> <p>Of the 15 proficient and exemplary students, 5 achieved exemplary, and 10 were proficient.</p>	<p>Issue Awareness</p> <p>Strengths — In general students displayed an appetite for making complex connections between past and present events. Discussion and analytic papers evidenced clear ability to draw future expectations based on historical trends. Further, students sourced material widely from relevant sources.</p> <p>Weaknesses — Several students displayed an inability or lack of interest in gaining deep knowledge of events and their consequences. There is also a political tinge to thinking about what constitutes terrorism, even with clear definitions given.</p>	<p>The 2020-21 assessment indicates broad strength in issue awareness with localized pockets of weakness. Students are consistently able to identify and evaluate current issues of importance, trace their development, and draw expectations.</p> <p>Those students that fell below expectations did not appear to fit any face evident pattern. Failure to engage in discussion is not the same as pushing non-evidence based positions, which is not the same thing as failure to read broadly to become aware of issues of importance.</p> <p>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 2021-22 to track progress.</p> <p>Because 2020-21 was generally a successful implementation, in 2021-22 the program will continue to push for the defined 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 2020-2021 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? Please include the outcome(s) verbatim from the assessment plan.	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?
<p>Issue Awareness</p> <p>Students will be able to demonstrate knowledge of contemporary issues related to Homeland Security and Defense.</p>	<p>Never assessed before</p>	<p>As this is the first time this SLO is assessed, there were no prior cycles or recommendations.</p> <p>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.</p>	<p>As this is the first time this SLO is assessed, there were no prior cycles or recommendations to act upon.</p>	<p>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.</p>

Comments on part II:

**Homeland Security Studies Minor/Certificate
Issue Awareness Rubric**

Colorado State University Pueblo

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.

Knowledge	Exemplary:	Proficient:	Emerging:	Not Present:
Comprehension	<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>	
Breadth of Awareness	<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>	
Application	<i>Be able to identify issues of current relevance, and based on past events or developing circumstances, fully elucidate possible solutions or consequences.</i>	<i>Be able to identify or closely associate issues of current relevance with past events, and attempt to develop possible solutions.</i>	<i>Limited ability to identify or associate current and historical issues, and minimal ability to develop propositions.</i>	