

Program/Department: Criminal Justice
School: Science, Health & CJ
2019 Calendar Year Assessment Report



Center for CJ, Intelligence, and Cybersecurity
Date of Presentation: January 17, 2019

What was assessed?

Associates in Applied Science in Criminal Justice
Bachelor of Technology in Criminal Investigation
Bachelor of Technology in Criminal Justice: Law
Enforcement Leadership
Bachelor of Technology in Homeland Security
Bachelor of Science in Cybersecurity
Bachelor of Science in Emergency Management

ISLO 5 – Industry, Professional, Discipline-
Specific Knowledge and Skills



How was the assessment accomplished?

- Student work assessed: What assignments in what courses-- tests, products of student work, etc.?
- Measurement strategy: scores, rubric, etc.
- Sample size: n students (Is this a sample or all eligible students?)



Homeland Security

Assessment Results - ISLO #5: Industry, Professional, Discipline-Specific Knowledge and Skills

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	
JUST	425	1	1	95% Met	Fall
<u>Program Title Courses - Overall Findings for Global Learning</u>					
Total Sections Selected for Assessment				1	
Total Sections Assessed				1	
% Sections Meeting or Exceeding Target (of those assessed)				100%	



Assessment results: What have the data told us?

JUST 425

Structured analytical techniques (SAT's) are now introduced to the student throughout the course, with real-world scenarios. This allows students to become familiar with the various techniques before attempting their final research project. This has allowed the students to recognize which SAT's may be appropriate for their case, as well as previous experience using SAT's in different contexts. The final project encompasses a written report, as well as a PowerPoint presentation.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

While we exceeded the standards, continued integration of online and on-campus students through the flex-delivery modality should be considered to create real-world analysis experience, where experts may be utilized that are geographically distant from the main investigators. Future final projects may encompass students assigned to “specialize” in a specific SAT, and work collaboratively with other students attending the class either online, on-campus, or both.



Criminal Investigation

Assessment Results - ISLO#5: Industry, Professional, Discipline-Specific Knowledge and Skills

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	
JUST	406	2	2	80% Met	Fall
JUST	408	2	2	100% Met	Fall
<u>Program Title Courses - Overall Findings for ISLO#5</u>					
Total Sections Selected for Assessment				2	
Total Sections Assessed				2	
% Sections Meeting or Exceeding Target (of those assessed)				%	



Assessment results: What have the data told us?

JUST 406

Students struggled with the chain of custody and passing evidence between team members. During this assessment cycle chain of custody was addressed and evidence was transferred to the instructor during the midterm and final mock crime scenes.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

(JUST 406) Add practical assignments that include evidence changing hands and proper documentation of the chain of custody. These will include opening evidence after original sealing has occurred.



CJ: Law Enforcement Leadership

Assessment Results - AACU VALUE Rubric for Social Responsibility - Global Learning

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	
JUST	335	1	1	83% Met	Fall
JUST	449	1	1	70% Met	Fall
<u>Program Title Courses - Overall Findings for Global Learning</u>					
Total Sections Selected for Assessment				2	
Total Sections Assessed				2	
% Sections Meeting or Exceeding Target (of those assessed)				77%	



Assessment results: What have the data told us?

JUST 335

Faculty Recommendation: This was a class discussion board regarding the role of a supervisor in the areas of institutional staffing, including hiring, training, and professional development. This was an online only class and as such, there are some limitations to how the discipline specific knowledge and skills can be provided to students.

JUST 449

Faculty Recommendation: This was a class discussion board regarding a safety project in a neighborhood in northern Brooklyn and two essay exam questions regarding COP and POP. This was an online only class and as such, there are some limitations to how the discipline specific knowledge and skills can be provided to students



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

(JUST 335 & 449) Professor’s will continue to examine the material to determine if students are learning the skills that are required in these SLO’s and ISLO 5. Professors will also continue to look for more material to supplement these courses.



Cybersecurity

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	
CITA	165	1	1	Exceeded	Fall 2019
CITA	250	1	1	Exceeded	Spring 2019



Assessment results: What have the data told us?

Targets exceeded for both CITA 165 and CITA 250

Cybersecurity student ratios:

- CITA 250 in Spring 2019: 6 out of 23*
- CITA 165 Section 0H1 in Fall 2019: 19 out of 25*



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

Continue to revise the related courses to better align with the ISLOs

Continue to revise the course curriculum to better align with the PSLOs and the new Cybersecurity Lab environment



Emergency Management

Assessment Results – SLO 5 (Old ISLO 3) : Industry, Professional, Discipline-Specific Knowledge and Skills (Professional Competence)

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	
EADM	205	0	0	n/a	Fall
EADM	430	0	0	n/a	Fall
<u>Program Title Courses - Overall Findings for</u>					
Total Sections Selected for Assessment				0	
Total Sections Assessed				0	
% Sections Meeting or Exceeding Target (of those assessed)					



Assessment results: What have the data told us?

ISLO 5 (old ISLO 3) – Industry, Professional, Discipline-Specific Knowledge and Skills

EADM 205

SLO1. Produce a Hazard Analysis in your local area or one assigned by your professor.

SLO2. Produce a Vulnerability Assessment in your local area or one assigned by your professor.

****This course's outline needs to be updated to align with new ISLOs. Training and mentoring of adjunct instructors should be completed by curriculum coordinator to ensure assessment plans and findings are being completed.



Assessment results: What have the data told us?

ISLO 5 (old ISLO 3) – Industry, Professional, Discipline-Specific Knowledge and Skills

EADM 430

SLO1. Demonstrate the ability to direct, coordinate, and control emergency activities using the Incident Command System (ICS).

SLO2. Demonstrate the ability to alert, mobilize, activate, track and demobilize personnel, equipment and other resources for emergency response and maintain operations until the situation is brought under control.

SLO3. Apply team leadership skills in conflict resolution in an emergency and/or disaster scenario.

****This course's outline needs to be updated to align with new ISLOs. Training and mentoring of adjunct instructors should be completed by curriculum coordinator to ensure assessment plans and findings are being completed.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

Hire full-time faculty to ensure program assessment continuity in EADM

Train and mentor adjunct faculty in assessment



AAS CJ

Assessment Results – ISLO#5: Industry, Professional, Discipline-Specific Knowledge and Skills

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	
JUST	111	2	2	78 % Met	Spring
JUST	111	2	2	81% Met	Fall

Program Title Courses - Overall Findings for ISLO#5

Total Sections Selected for Assessment 4

Total Sections Assessed 4

% Sections Meeting or Exceeding Target (of those assessed) 100 %



Assessment results: What have the data told us?

JUST 111

Faculty Recommendation - JUST 111: Overall, all sections evaluated met or exceeded the achievement goals. It was recommended by one faculty member where achievement goals were low, that reminding students of the requirements associated with case briefs be clarified, perhaps through the use of tutorials. It was also suggested that course announcement and email reminders be sent more frequently in regard to specific assignments.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

(JUST 111) It was approved at the last department meeting to combine JUST 110 (Criminal Law) and JUST 111 (Criminal Procedure). This decision will create the opportunity for faculty who will be teaching the newly created (JUST 112) to determine the most efficient ways to present the material based on data from previous semesters and types of assessments used.



What resources were used or have been requested to close the loop?

JUST 425

- Continue offering JUST425 in flex-modality
- May need more mobile carts for flex delivery depending on room availability on campus

JUST 111

- With the development of a new course to include material from JUST 110 and JUST 111, an opportunity has been created to reevaluate assignments, assessment processes and methods of teaching the material.
- A tutor dedicated to Criminal Justice, specifically the 100 and 200 level courses



What resources were used or have been requested to close the loop?

JUST 406

- New Assignments
- Purchase more evidence bags per student to allow for increased evidence handling activities. Also, more evidence sealing tape for these activities.

CYBR 165 / CITA 250

- Maintain access to enhanced network & lab environment
- Need student worker/intern to monitor and support lab beyond the ISA.



What changes would you make to the Assessment Process?

Emergency Management

- No course-level assessment of EADM 205 or 430 has occurred in Taskstream since Fall 2017
- All EADM course outlines need to be updated or revised to include the current, appropriate ISLOs
- Significant need to develop an EADM program-level assessment plan for each year to coincide with the published ISLO assessment cycle



What changes would you make to the Assessment Process?

Cybersecurity

- Revise mapping and program level assessment plans in 2020 based on newly approved program curriculum

Law Enforcement Leadership

- One potential change in the assessment process would be to make sure that the curriculum coordinators and the on-campus faculty teach the classes that have been selected to report on the ISLO's

