



SECURITY MANAGEMENT (BS)

Program Learning Assessment

2011-2015 Assessment Planning Cycle Key Findings and Proposed Actions

October 1, 2015

Acknowledgments

The implementation of the 2011 to 2015 assessment plan, leading to key findings and actions to enhancing the learning experience of Security Management majors, was made possible by the active participation of talented faculty in the Department of Protection Management. The contributions of the following faculty members are acknowledged.

Maria Maras
Chuck Nemeth
Bob McCrie

**John Jay College of Criminal Justice
The City University of New York**

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Contents

Mission.....	1
Learning Goals	1
Assessment Cycle Review	1
Key Findings and Proposed Actions	3

Security Management (BS)

Mission

The over-reaching goals of Security Management are to understand where and how protection of assets from loss reduces a myriad of risks to life, physical assets, electronic data, and fleeting opportunity; to discover how managers and executives identify risks, analyze their criticality, and organize plans to mitigate those risks, and implement and supervise the plans they have created. Finally, Security Management introduces students to the settled canon of security management and identifies challenges in the field and design strategies to manage them effectively.

Learning Goals

Graduates in Security Management will be able:

1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
4. To discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. To develop, support, and enhance writing and verbal communication skills through relevant classroom assignments.

Assessment Cycle Review

Our department had a rocky start on assessment. We were largely unclear as to what the process was and what the expectations were. We also suffered (and still suffer) from a significant shortage of faculty, which further complicated matters. Despite these obstacles, our department has concluded its 5 year assessment cycle on a high note. To say that the assessment process for the Department of Security, Fire, and Emergency Management has undergone significant changes in the last five years would be an understatement. Among the many tasks we completed, we have included some highlights below:

- 1) Established program goals for the B.S. in Security Management.
- 2) Created a plan for assessment for the program goals of the B.S. in Security Management.

- 3) Revised our existing rubrics and adopted the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics that were developed and made available by the American Association of Colleges and Universities for our program assessment.
- 4) Created direct and indirect learning assessment tools that were and will be used to determine whether program goals were met.
- 5) Selected the course that will be assessed, the capstone course (SEC 405).
- 6) Revised syllabi for our capstone course to accord with our revised assessment framework.
- 7) Identified areas that require further attention; especially, the quality of student writing. To address significant deficiencies in student writing, the Department will create a required Writing Intensive course for the Security Management program so students can learn and practice required capstone skills in written communications.

The Way Forward

A self-study will be conducted and a new five year assessment plan will be developed for the B.S. in Security Management between Fall 2015 and Spring 2016. Dr. Nemeth and Dr. Maras will lead the discussions for the plan and ask for input from other department faculty. The roles and responsibilities of faculty in the department with respect to assessment will be clearly delineated in the assessment plan; so too will the course used for assessment, the assessment tools, and the rubrics created in the previous five-year cycle. In addition to assessing the last course in the curriculum (the capstone course), the new 5 year plan will include an assessment of student learning in SEC 101 Introduction to Security (the first course in the program). This way, our program will assess student learning at the beginning and end of the program. The new 5 year assessment plan will be finalized in Spring 2016.

The department is in the process of reviewing and subsequently revising syllabi to ensure that students are learning and practicing the essential skills that we are evaluating in our assessment framework. In select courses, faculty will adopt the VALUE rubrics to assess/grade student performance in order to determine if students are meeting learning expectations at key points in the existing curriculum. Furthermore, the department will consider having faculty that teach the introductory courses in the program explain the assessment process and the program's goals. This will provide students with clarity in terms of the Department's expectations not only in gaining knowledge of core competencies in the field of private security, but also concerning the essential skills that will be assessed directly or indirectly in classes within the curriculum.

Security Management (BS)

Program Learning Assessment. Key findings and proposed actions
(2011-2015)

Program Learning Goals

1. Critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. Discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
3. Weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, home land security.
4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
- 5 Develop, support, and enhance writing and verbal communication skills through relevant classroom assignments.

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed ¹	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? ⁴ Follow-up assessment Sem. Year % Meet / Exceed
2012				
Assessment Context² : Capstone SEC 405, Tool³ : Paper				
1		The rubric to assess program goal 1 was not utilized in the assessment process. The results provided only included end results and not a breakdown of the skills assessed.		
2013				
Assessment Context² : Capstone SEC 405 (n=32), Tool³ : Paper				
3		Rubrics were not adequately representing the capstone skill that was being assessed. The capstone course was not being taught in a consistent manner. This made it difficult to engage in meaningful assessment of the tools used to evaluate program goal for the department. The goals of the capstone course were not aligned with the program goals of the department.	Upper level classes in security management will require a research component (F13). Adopt a policy on citation methods and alternatives especially as to Chicago-Turabian, MLA and the uniform system of citation (F13).	

(1) Percent represents ratio of students who met or exceeded expectations. Where scores represent mean performance, the mean score and highest scale value are indicated (e.g., 3.3 of 4). (2) Assessment context may relate to comprehensive program review, specific academic setting (e.g., course #, capstone, internship), class standing (e.g., seniors, transfers, alumni), post-graduation outcomes (e.g., placement, further education, employers ratings of employee skills), or indicators of learning progress. (3) Examples of tools include exams, portfolios, research projects, lab reports, papers, essays, surveys, licensure tests, performances, presentations. (4) Re-assessment of learning follows the implementation of actions to determine their effectiveness in improving learning outcomes.

Outcomes Assessment

Program Goal #	% Meet / Exceed	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? Follow-up assessment Sem. Year % Meet / Exceed
2014				
Assessment Context : Capstone SEC 405 (n=39), Tool : Paper				
4	67	Most students met or exceeded expectations. However, 46% of the class was largely unable to appropriately evaluate potential solutions to the security problem, implement a solution to the security problem, and effectively evaluate outcomes.	Create indirect assessment tool to determine where, in each major course, capstone skills are introduced and practiced (2014-15). Identify writing assignments required in each class (Sp15). Consider a required Writing Intensive course (F14). Revise assessment rubrics (F14).	
2015				
Assessment Context : Capstone SEC 405, Tool : Paper, Presentations				
5 - Writ	76	Most students met or exceeded expectations. Nonetheless, several students were largely unable to appropriately organize, explain, and deliver their topic, as well as support statements made during their presentation with quality, credible, and relevant literature.	Amend existing syllabi to ensure that writing and oral communication capstone skills are being learning and practiced in the core curriculum (2015-16). Encourage faculty to attend Writing Intensive certification (2015-16).	
5 - Oral	82			