Program Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Program Title: Administration of Justice Date: 01/04/11

Program Team: Jeffrey Morgan

Expected Learning Outcomes:
1) Students will graduate prepared to successfully compete for entry-level jobs in the criminal justice system.
2) Students will be able to demonstrate a comprehensive understanding and knowledge of the criminal justice system, police, courts, and corrections.
3) Students will understand and be able to apply concepts of community-oriented policing.
4) Students will be able to apply basic theories of police management.
5) Students will communicate clearly in written reports.
6) Students will be able to explain the protections offered criminal defendants by the United States Constitution.
7) Students will be able to identify the major Supreme Court decisions applicable to the American criminal justice system.

Assessment (How do or will students demonstrate achievement of each outcome?)

1) Project enables students to look at issues facing first-line and command staff personnel with police agencies. This translates into more confidence during oral interview phase of the agency’s hiring process.
2) Project requires students to implement a community-oriented style of policing within their fictional department/municipality.
3) Project requires students to create and reorganize the department using basic theories of police management and supervision.
4) Project requires students to submit memos with questions to directors or agency heads; prepare both a short-term and long-term plan of action; prepare for a presentation in a municipal government work session (the instructor receives this in written format).
5) All police/patrol enforcement plans must conform to those protections afforded citizens most particularly those provided within the Fourth, Fifth and Fourteenth Amendments.

6) Students identify through either substance or actual case identification with those Supreme Court decisions affecting the managing of their agency such as Garrity v. New Jersey, City of Canton v. Harris or those affecting the way in which the work is completed such as Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, and Tennessee v. Garner.

**Validation** (What methods have you used or will you use to validate your assessment?)
I have shared the ADJ-208 exercise with two current police chiefs (one in Maryland and the other in Pennsylvania); Sheriff for Washington County, Maryland; a former police chief; two members of a municipal police department’s command staff (both at the rank of captain); and discussion of the exercise during the advisory committee meeting. Those individuals have openly expressed the usefulness of this large exercise requiring application by the students to real world issues faced by criminal justice administrators (even though the exercise is conducted within the boundaries of a fictional setting)

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
- Each semester the final product of the student group has improved. One of the reasons for the improvement over time has been the use of prerequisites to coordinate and direct the student through the various program courses enabling each student to build upon the material in previous courses.
- Feedback from students indicates a feeling of accomplishment after completing the project. Several mentioned being better able to see how things “fit”.
- Students from prior semesters are talking to students before they take the course to the level where they are encouraging them to keep certain textbooks and to begin “reading” before the course starts.
- During recent discussion with a prior course instructor, he was surprised at the high level of participation from students in the course and the overall quality of the completed projects.
- 73% of the students received an 80% or above for the written (academic/research related) portion of the exercise.
- 84% of the students scored 80% or higher when the written portion was coupled with the group presentation score. The presenting member provided information that typically did not appear in written form or another group
member would supply information to the question about implementing community-oriented policing or questions about resolving specific issues.

Follow-up (How have you used or how will you use the data to improve student learning?)

One area of the project where I have had to increase the instructional amount of class time is in the area of organizational design and creation of an organizational chart. Providing additional insight for students to enable them to understand better the grouping of tasks/jobs or division of labor, formulating grades of authority and appropriate rank structures and understanding the need to equalize authority and responsibility and then apply them to an organizational chart. Additional examples have been added from agencies of all sizes to coincide with lecture material and class and take-home exercises to illustrate those key principles such as principle of hierarchy, scalar chain, and span of control, horizontal and vertical differentiation.

Budget Justification
(What resources are necessary to improve student learning?)

At this point current resources are adequate.