

<b>Academic Program Name:</b>	Criminal Justice Management (CJM)
<b>Academic Program Assessment Coordinator:</b>	Scarlet Moore
<b>Submission Date of This Report:</b>	August 22, 2008

<b>Program Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment Instruments and Frequency of Assessment</b>	<b>Expected Outcome</b>	<b>Summary of Data Collected</b>	<b>Review of Results and Actions Taken</b>
1. Students will be capable of management level decision-making.	Students demonstrate their ability to:  (a) Make staffing decisions  (b) Make scheduling decisions  (c) Conduct employee evaluations	A locally-devised Management Assessment Instrument in multiple choice format, to be given to senior-level students on Blackboard.  Student project in CJM 408 – Incident Command.	Met: at least 70% score above 50 on assessment exam  Partially Met: Between 50 and 69% score above 50 on the assessment exam  Not Met: Less than 50% score above 50 on assessment exam  Assessment rubric under construction.	No data is available at this time, due to the fact that the Criminal Justice Management Program was initiated in Fall, 2006. The first graduates in the program are expected in Spring, 2009.  Assessment instrument will be constructed during summer and fall term 2008, to be administered to graduating seniors in the program.	Data will be analyzed when it becomes available.  Data will be analyzed when it becomes available.
2. Students will understand the issues of human resource management in	Students will be able to:  (a) Describe the most important	Administer an assessment instrument, in multiple-choice format, Biennially in	Assessment rubric under construction.	Data not yet available.	Data will be analyzed when it becomes available.

<p>a public agency.</p>	<p>issues related to crisis management</p> <p>(b) Demonstrate the proper use of principles of public budgeting</p> <p>(c) Assess the needs of a crisis management agency</p>	<p>CJM 402 – Human Resource Management in Criminal Justice.</p>			
<p>3. Students will comprehend the complexity of social and political issues related to law enforcement activities.</p>	<p>Students will be able to:</p> <p>(a) Identify the variables that impact a law enforcement situation or event</p> <p>(b) Identify the resources needed to respond to a specific law enforcement situation or event</p> <p>(c) Explain the social and ethnic forces that impact the agency.</p>	<p>A written assessment, in essay format (attached), administered in CJM 421 – Mediation and Negotiation, requiring students to solve problems related to the program goal.</p>	<p>Met: at least 70% score above 50 on assessment exam</p> <p>Partially Met=Between 50 and 69% score above 50 on assessment exam</p> <p>Not Met=Less than 50% score above 50 on assessment exam</p>	<p>Met Standard for outcomes (a), (b) and (c) = out of sixteen (16) students, all students scored above 50 on the assessment exam.</p>	<p>Data indicates that the students have acquired the skills for comprehending the complexity of social and political issues related to law enforcement activities, which is predictable considering that a majority of the students are in the law enforcement/criminal justice field professionally. For the future, the program should raise its expectations, given the base of knowledge of the students in the</p>

					major.  Data will be analyzed when it becomes available.
4. Students will be capable of demonstrating appropriate uses of research in the criminal justice management field, and the difference between correlation and proof in criminal research.	Students will be able to:  (a) demonstrate the ability to appropriately use data in criminal research.  (b) demonstrate knowledge and competence in the basic principles of research.  (c) analyze the results (data) from criminal justice research.	In CJM 305 – Principles of Research, administer an assessment in multiple-choice format, as well as in essay format (attached), testing the student’s ability to recognize key variables and techniques in criminal justice research.	Met: at least 70% score above 50 on assessment exam  Partially Met=Between 50 and 69% score above 50 on assessment exam  Not Met=Less than 50% score above 50 on assessment exam	Met Standard for outcomes (a), (b), and (c) = out of 7 students, all students scored above 50 on the assessment exam.	The program goal was met for this year. However, for future classes, the standard should be increased, given the experience of our typical student enrolled in criminal justice management classes.
5. Students will understand the legal and ethical issues related to ethnicity and socio-economic status in criminal justice management.	Students will be able to:  (a) Identify (“spot”) the legal and ethical issues that need to be addressed in a criminal justice management setting	(a) Administer an assessment in essay format (attached) in CJM 300 – Risk Management and Liability Issues	Met=70% score above 50 on assessment exam  Partially Met=Between 50 and 69% score above 50 on assessment exam	(a) Met Standard for outcomes (a) and (b) = out of 7 students, all students scored above 50 on the assessment.	Student outcomes (a) and (b) were tested and data was generated; however, data for student outcome (c) has not been generated. Of the outcomes tested in

	<p>(b) Make appropriate decisions in response to such legal and ethical issues</p> <p>(c) Specify how the decisions would be implemented.</p>	<p>(b) Administer an assessment in multiple choice format in CJM 401 – Ethics in Criminal Justice</p>	<p>Not Met=Less than 50% score above 50 on assessment exam</p>	<p>(b) First administration of the Assessment in CJM 401 is projected to be in Spring, 2009</p>	<p>CJM 300, all students met the standard of the expected outcome. Therefore, the standard should be raised for future classes. Data from CJM 401, relative to outcome (c), will be forthcoming in future classes.</p>
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