

Course 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!

Course/Program Title: ADJ - 201 Law Enforcement and the Community

Date: Spring 2011

Course/Program Team: Jeff Morgan

Expected Learning Outcomes:

1. The student will be able to explain the systemic approach to community-oriented policing.
2. The student will be able to identify and explain the differences between strategic-oriented policing, neighborhood-oriented policing, and problem-oriented policing.
3. Given a scenario, the student will be able to apply the SARA model to simulate how the police and community would solve the identified problem(s).

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

First two outcomes are assessed in form of eighteen (18) multiple-choice questions and the third outcome is assessed by applying the SARA model to a scenario or case problem.

Validation (What methods have you used or will you use to validate your assessment?)

The publisher's test bank provided with the course text, *Community-Oriented Policing: A Systemic Approach to Policing* by Willard M. Oliver, 4th edition Pearson Education supplied the test questions used in the assessment.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Outcome #1 – 20 out of 23 or approximately 87% of the students passed the outcome
Outcome #2 – 19 out of 23 or approximately 83% of the students passed this outcome
Outcome #3 – 18 out of 23 or approximately 78% of the students passed this outcome

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

I will continue to emphasize current day examples to illustrate the differences between strategic-oriented policing, neighborhood-oriented policing, and problem-oriented policing. The

examples seem to stay with the students aiding them in their ability to differentiate between each component and identify programs or strategies associated with each.

The scenarios for the SARA exercise seem to be appropriate and perhaps the next step is to spend a little more time working through an additional scenario as a class so the students feel more comfortable when they attempt their own scenario for evaluation.

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

Nothing additional needed at this point.