

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-102 American Law Enforcement (Fall_2012)

Date: January 15, 2013

Course/Program Team: Jeff Morgan

Expected Learning Outcomes:

1. Identify and describe the functions of the four (4) levels of law enforcement agencies in the United States. Provide examples (agencies) within each level.
2. Identify and describe the four (4) basic functions of the police.
3. Identify departmental, environmental, and individual factors that have the tendency to influence police discretion.

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

The assessment of outcomes occurs through short answer and essay questions.

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

The decision to use these questions to assess the three outcomes was through discussions with prior criminal justice professors at HCC and current professors at community colleges in the Western Maryland Faculty Group (Garrett, Allegheny, Frederick, and Carroll) and prior and current practitioners in the field of policing. Representatives from county sheriff, municipal, and state police reviewed outcome possibilities and those outcomes selected are identified above.

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 – 14 out of 21 students or 67% provided the correct responses, passing this outcome.

Outcome #2 – 18 out of 21 students or 86% provided the correct responses.

Outcome #3 – 10 out of 21 students or 48% provided the correct responses for this outcome.

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

The difficulty for students in passing Outcome #3 is still difficult to comprehend. We spend time discussing what the factors are and students work individually and in groups through scenarios to better understand the factors that come into play when police officers exercise discretion. While they seem to comprehend and demonstrate their ability to apply the information within the classroom setting, it simply is not carrying over at the time of assessment. When asked to respond in narrative format to identify and explain the factors involved on the exam the information is skeletal or nonexistent. This is the second class incorporating the use of the short answer/essay format to assess student understanding. Based on the higher failure rate perhaps the issue is an inability of the student to move beyond recognizing the factors involved and explain what the factors involve. The format for assessing this outcome in upcoming course will be through a series of multiple-choice questions focusing specifically on the identified discretionary factors.

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

Nothing additional needed at this point.