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**Course Outcomes Guide**

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**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/Summer/Fall 2014__
**Course/Program Team:** Meredith Dominick and Robert Bauer

**Expected Learning Outcomes**

1. **The student will be able to explain the systemic approach to community-oriented policing & Problem Solving Policing.**
2. **The student will be able to identify and explain problem–oriented policing, the problem solving process utilizing the SARA model, crime prevention utilizing CPTED strategies and Intelligence led 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?)

The assessment of outcomes occurs through quizzes and exams. In addition, the Outcomes are assessed though the production of homework assignments which come from critical thinking questions at the end of each chapter from the text as well as assignments for a CPTED project.

**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 Policing and Problem Solving –Strategies and Practices* by Kenneth Peak and Ronald Glensor, 6$^{th}$ 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?)

**This course has undergone radical changes to include a new text book, new faculty both full time and adjunct. This course is currently being reevaluated in its entirety for assessment, validation, results and follow up. The updated and more current textbook alone is going to improve student learning, however results are not known at this time. Updated tools are being put into place. The goal is upon the completion of the fall semester.**

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

  **Continued emphasis on current day examples to illustrate the differences between Problem oriented policing, crime prevention, CPTED and the SARA model for problem solving.  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.**