

## 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, 2017

**Course/Program Team:** Andrew B. Kramer

### 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?)

Outcome No. 1 is principally assessed through a short answer question in a quiz administered in April. The question requires that the students apply a police – community/minority process to a diversity-based fact pattern.

**Validation:** The students must demonstrate no less than a 70% proficiency by evaluating 1) overall response to a situation; 2) basis for considering community-based issues in charging and 3) the basis for community and/or jury response to the proposed police action.

Outcome No. 2 was not assessed in this semester as, with an end-of semester review, it was determined that the goal is inconsistent with the material presented in class in conjunction with the manner in which the material is described in the textbook. **This outcome will be eliminated from the master syllabus for this course.**

Outcome No. 3 is assessed through the student's resolution of 2 factual/crime-based scenarios in which the student must apply SARA to COPPS (Community Oriented Policing & Problem Solving).

### Validation

The student must demonstrate no less than a 70% proficiency in this assessment by 1) describing and applying each of the 4 elements of SARA (Scan, Analyze, Respond, Assess); and 2) offering at least 3 successful approaches described in the text or through critical application to 2 factual scenarios requiring a COPPS approach.

**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 – 17 out of 22 or approximately 80% of the students passed the outcome

Outcome #2 – Not assessed as described above

Outcome #3 – 15 out of 22 or approximately 71% of the students passed this outcome

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

Outcome #1: I will emphasize current, diversity-based case studies as learning activities to better prepare students for such analyses in formal assessments. My sense was that students needed practice in this type of principle-facts-response application and that they can certainly improve with enhanced exposure.

Outcome #2: As above, I do not believe that the text sufficiently distinguishes these concepts in a useful and accessible manner for students. I believe that outcomes Nos. 1 & 2 are better reflections of the concept mastery sought by the course and text and that, therefore, this outcome should be eliminated from the course.

Outcome #3: It is important to emphasize and prioritize students' transition away from generalization and toward a more detailed, response-specific approach to answering these prompts. Recognizing this, I added language to the Final Exam that the student must offer ***"SPECIFIC suggestions for...solving this problem...not general statements or recommendations."***

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

Nothing additional needed at this point.