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.