

The Law Enforcement (LEP) program learning outcomes have not been revised during the past year.

An individual must successfully complete a minimum of 600 contact hours in an approved Ohio Basic Peace Officers Training Academy to become a sworn police officer. SCC provides a basic Academy and students who complete it successfully receive 18 credit hours that can be applied to the two-year Associate of Applied Science Degree in Law Enforcement.

An entry-level graduate with an Associate of Applied Science Degree in Law Enforcement from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Identify and complete basic patrol operations.	LEP 105, 115, 205, 215
2. Identify evidentiary items at a crime scene and demonstrate proper techniques for the processing and preserving of evidence.	LEP 105, 115, 205, 215
3. Complete an arrest of a suspect and complete legal details regarding the constitutional rights of an accused.	LEP 105, 115, 205, 215
4. Determine and assess situations requiring the use of physical force and methods necessary to complete peace keeping functions.	LEP 105, 115, 205, 215, COR 101
5. Demonstrate an appropriate knowledge of the Ohio Criminal Code and determine the basis for probable cause in order to complete an arrest.	LEP 101, 102, 104, COR 101
6. Assess and prioritize methods of measuring police productivity.	LEP 125, 225, 295
7. Develop familiarity with department computers and communications equipment, to collect, process and analyze basic crime data.	LEP 125, 225, 295

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Methods(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Each LEP class includes key outcomes that emphasize critical skills and the knowledge necessary for an entry-level practitioner. Major methods emphasized throughout the curriculum include participation activities, writing and oral skills, and research ability.

During the first two quarters of the curriculum each LEP student's progress is reviewed with a faculty advisor. Emphasis is placed on having each student complete English early in the program and follow the suggested course sequence in the degree program. During the counseling sessions with the faculty advisor the student's progress is reviewed including course grades and curriculum sequence. Students are encouraged to make an appointment each quarter with their faculty advisor.

Faculty observe individual students and advise students in need to seek academic counseling, tutoring, and/or personal counseling on an individual basis. If a student receives a "D" grade in an LEP course it is recommended they re-take the class.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

All LEP students are required to enroll in LEP/COR 295, LEP/COR Seminar, a three-credit-hour class. This class uses the most current and up-to-date criminal justice articles. Students must demonstrate leadership in completing course assignments which includes a research paper. The research must be completed using a computer and presented orally to the class.

All students in LEP 295 prepare a resume and letters of employment interest must be written. The Ohio Bureau of Employment Job Application Form is completed by each student and they are required to attend a cultural event (e.g., visit the African-American Museum, attend a play). The student must then submit a written paper about why it's important to keep the arts and humanities alive. Two letters of reference must be obtained by each student and they must write two letters of reference for other individuals. The Myers-Briggs Test is administered to each student to analyze individual traits and assist in preparing students to take a psychological test which is required in the field. Students are interviewed by a panel of practitioners from the field in a mock interview. Feedback is given to each student. A mock entry-level police examination is also administered to provide students with this experience. All student projects and papers are collected and organized into a portfolio which is submitted at the conclusion of the quarter for a final assessment. Students are advised about their strengths and weaknesses based on the results of the portfolio assessment. The portfolio is due the ninth week of the quarter. Hopefully the portfolio will be used for employment purposes.

Informal feedback is solicited from employers through the many contacts with various local municipalities.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Student performance is reported as generally very high in the LEP Seminar based on an analysis of grades.

The LEP program graduates one out of every three students who begin the program. Many of the students attend only for the 15-18 credit hours of academy training and then accept positions in the community, especially since a two-year degree is not required for entry level employment. Many local police departments send their employees to SCC for the academy training only.

Employers indicate they are very satisfied with the LEP program. Advisory committee members give high praise to the faculty and program. SCC has become known as one of the top Criminal Justice programs in the State of Ohio. Employers indicated a need to place greater emphasis on more and better verbal skills to increase police officers ability to better communicate with the public and learn how to diffuse situations. As a result LEP students may now elect to take COM 206, Interpersonal Communication. There is also more emphasis in LEP classes on verbal presentations.

Since 1990 there has been a 100% pass rate on the Ohio Peace Officers State Certification Test. This represents over 500 students.

There has been a 95% pass rate for the corrections academy for jailers. The courses in the program are modularized and have student performance objectives.

Student graduates have a high success rate in attaining employment. Approximately 90 to 95% of LEP graduates find placement in local police agencies or in related positions. Currently many police departments have relaxed the demand for higher education because of the demand for law enforcement officers. Many LEP students continue their education to pursue a four-year degree. LEP graduates who transfer do very well. Many students transfer to Eastern Kentucky University and University of Cincinnati. A four-year degree is necessary for individuals who aspire for higher level administrative positions or those interested in the Federal employment.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

PLS 101 and 102 (American Federal Government I and II) were replaced in the curriculum by PLS 104. This change was instituted to address issues pertinent to law enforcement student needs. In response to a need for additional computer skill competence, BIS 119 (PC Application in Business) was been added to the program. With the strong recommendation of the LEP Advisory Committee, the course COR 101, Corrections Ethics, was added to the required curriculum.

During the past few years a shift has been occurring in the LEP curriculum by incorporating multimedia in several courses. The need for more up-to-date curriculum and the use of simulations in analyzing situations has led to this new direction. The need for more interaction has become a high priority. Interactive CD ROMs, the computer classroom in 9308, and the Teleport in Building 13 are highly utilized. Use of the World Wide Web and alternative delivery systems, including Power Point and email, have been integrated throughout the curriculum.

Based on feedback from students more writing has been incorporated into the courses. The faculty have made major efforts to design learning activities that reach out to all student learning styles. In addition, more oral communication activities are emphasized. Collaborative learning and team approaches are being emphasized through the use of case study and process learning.

New styles of preventive policing such as defensible space and community based policing are stressed in the curriculum.

Emphasis is also placed on bringing professionals from the community into the classroom to discuss various issues from a practical perspective.

The LEP program faculty refers students to relevant DEV and/or study skills classes as well as utilizing other student services available at the college.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Research and reaction papers are frequently used throughout the Law Enforcement program. LEP 295 requires students to complete a job application, a letter of introduction and a reaction paper. The research paper is submitted electronically.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral communication skills are heavily emphasized and assessed throughout the Law Enforcement program. Case studies and process education are used frequently used and help to reinforce the importance and proper process for individual and team communication. Oral interviews are specifically used in LEP 295.

* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use

during the 1997-1998 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-1999 academic year.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are emphasized through student self-assessment activities, analyzing crime scene scenarios, and problem solving through the use of case studies. LEP 295 (seminar course) requires students to conduct oral interviews which require demonstration of problem-solving and critical thinking.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

COR 101, Corrections Ethics, is now a required course in the LEP curriculum. Three other courses stress ethics in the curriculum and emphasize ethical behaviors for police officers. Ethics and values are discussed in almost every LEP course. LEP 295 requires students to attend and report on a live cultural event. Citizenship is modeled throughout the curriculum.