

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

The program learning outcomes are currently in the process of review and revision.

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.

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 a faculty advisor the student's progress is reviewed including course grades and curriculum sequence.

Faculty observe individual students and advise students in need to seek academic counseling, tutoring, and/or personal counseling on an individual basis.

- 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.

Students in the LEP 295 capstone demonstrate their learning in a variety of activities. All students in LEP 295 prepare portfolio containing: an introductory essay, personal code of honor, major assignments from courses across the curriculum, documentation of community service, documentation of leadership activities through a class project, writing samples, resume, cover letter, and job preparation testing results from the Career Planning and Placement Office. Faculty evaluate portfolios with the assistance of Career Planning and Placement staff. Students in LEP 295 participate in public roundtable discussions on current criminal justice issues. They complete a research paper on current criminal justice issues and present it to the class using multimedia support. They utilize discussion forums and virtual classrooms on the student portal to post assignments and research. They develop and complete a legacy project of lasting importance at either the school, community or discipline level. Finally, they perform in an oral interview in class and they arrange and complete a personal oral interview with a law enforcement executive officer within the community.

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 performance.

Many of the students attend only for the 24 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.

Student graduates have a high success rate in attaining employment. Most LEP graduates find placement in local police agencies or in related positions. 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 desirable 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.

The department curriculum is currently under review. Curriculum revisions are planned to meet Advisory Committee recommendations and current industry standards.

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 student portal, the World Wide Web and alternative delivery systems, including Power Point and email, have been integrated throughout the curriculum.

Based on feedback from professionals in the field, 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 community based policing and problem solving strategies, 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 as well as sending LEP student out into the community.

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.

Faculty continue to make ongoing adjustments within courses based on formative and summative assessment results.

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.

Most LEP courses now require multiple writing assessments and many require a research paper. Some faculty use the General Education writing checklist.

- 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.

- 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 and peer assessment activities, analyzing crime 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. All other courses stress ethics in the curriculum and emphasize ethical behaviors for police officers. LEP 105 requires all students to complete a community service project. LEP 295 requires students to complete a personal community service project as well as a group project of lasting input. LEP 295 students also conduct public issues forums for other Criminal Justice students and the community. Students present their LEP 295 research papers to other LEP classes. LEP students may also participate in a peer-mentoring program.