

to be completed by June 2008. The department hopes to be fully accredited by the 2008/2009 academic year.

Sinclair is a member of the State of Ohio Association of Criminal Justice Trainers and Educators, which also provides guidelines and standards. Locally the Criminal Justice Advisory Committee monitors the program and provides input.

Master SYLLABI LAST review in December 2007 revisions have been submitted through CMT.

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 were reviewed and revised in 2007.

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

1) Familiarity with department computers

Develop familiarity with department computers and communications equipment, to collect process and analyze basic crime data.

Courses: CJS 110, 209, 265, & 295

2) Basic patrol operations

Identify and complete basic patrol operations.

Courses: CJS 101, 125, 170

3) Identify evidentiary items

Identify evidentiary items at a crime scene and demonstrate proper techniques for the processing and preserving of evidence.

Courses: CJS 102, 104, 105, 205, 209, & 215

4) Determine and assess situations

Determine and assess situations requiring the use of physical force and methods necessary to complete peace keeping functions.

Courses: CJS 101, 102, 104, 110, 111, 125, 140, 170, 200, 205, 209, 215, 270 & 295

5) Ohio Criminal Code

Demonstrate an appropriate knowledge of the Ohio Criminal Code and determine the basis for probable cause in order to complete an arrest.

Courses: CJS 101, 102, 103, 105, & 205

6) Measuring police productivity

Assess and prioritize methods of measuring police productivity.

Courses: CJS 125, 170, 270 & 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 CJS class includes key outcomes that emphasize critical skills and the knowledge necessary for an entry-level practitioner. Major methods emphasized throughout the curriculum include simulations, 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 observes individual students and advise students in need to seek academic counseling, tutoring, and/or personal counseling on an individual basis.

Faculty are in the process of exploring additional formative assessment options based upon revised program outcomes and curriculum.

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

All CJS students are required to enroll in CJS 295, CJS 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 CJS295 capstone demonstrate their learning in a variety of activities. All students in CJS 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 CJS 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.

Faculty is in the process of exploring additional summative assessment options based upon revised program outcomes and curriculum.

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 CJS 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 some 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 CJS program. Advisory committee members give high praise to the faculty and program.

Student graduates have a high success rate in attaining employment. Most CJS graduates find placement in local police agencies or in related positions. Many CJS students continue their education to pursue a four-year degree. CJS 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.

Program outcomes and curriculum were reviewed and revised in 2007 based upon advisory committee recommendations, public and private agency input and external professional standards.

The program is in the process of seeking accreditation by the Council for the Accreditation of Law Enforcement Agencies.

Faculty continues to explore the use of technology in the classroom.

Faculty is in the process of exploring formative and summative assessment options based upon the revised program outcomes and curriculum.

With advisory committee recommendation: All incoming cadets in academy classes are issued a laptop computer while in class to learn keyboarding skills and keep required notebook.

An advisory committee for private security has been developed.

Based on feedback from professionals in the field, more writing has been incorporated into the courses. The faculty has 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 CJS student out into the community.

The CJS 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.

Most CJS courses now require multiple writing assessments and many require a research paper. Some faculty uses 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 and help to reinforce the importance and proper process for individual and team communication. Oral interviews are specifically used in CJS 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. CJS 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.

CJS 111, Ethics, is now a required course in the CJS curriculum. All other courses stress ethics in the curriculum and emphasize ethical behaviors for police officers. CJS 101 requires all students to complete a community service project. CJS 295 requires students to complete a personal community service project as well as a group project of lasting input. CJS 295 students also conduct public issues forums for other Criminal Justice students and the community. Students present their CJS 295 research papers to other CJS classes. CJS students may also participate in a peer-mentoring program.