## Assessment Overview

Discipline/Program Name __Law Enforcement Academy________________      Assessment Year ___2008-2009___________

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication Report Writing</td>
<td>GE</td>
<td>Portfolio</td>
<td>56</td>
<td>3 years</td>
<td>90% of students will have an overall passing score of 75% or above</td>
<td>57/56-98.2%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>2. Basic Law- Critical Thinking</td>
<td>GE</td>
<td>Portfolio, Tests, Essays, Practical Application</td>
<td>56</td>
<td>3 years</td>
<td>90% of students will have an overall passing score of 75% or above</td>
<td>57/55- 96.4%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>3. Firearms</td>
<td>Other</td>
<td>Written exam, practical assessment, qualifying scores</td>
<td>56</td>
<td>3 years</td>
<td>90% passing score of 80% for this skill component</td>
<td>57/57- 100%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>4. Arrest Control</td>
<td>Other</td>
<td>Written Exam, practical assessment</td>
<td>56</td>
<td>3 years</td>
<td>90% passing score of 80% for this skill component</td>
<td>57/57- 100%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>5. Automobile- Defensive Driving</td>
<td>Other</td>
<td>Written Exam, practical assessment</td>
<td>56</td>
<td>3 years</td>
<td>90% passing score of 80% for this skill component</td>
<td>57/57- 100%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>6. Patrol Practicals</td>
<td>GE</td>
<td>Practical Assessment</td>
<td>56</td>
<td>3 years</td>
<td>90% passing score of 75% for this skill component</td>
<td>57/57- 100%</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
</tbody>
</table>

Recommendation: Complete this Assessment Overview Page after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Law Enforcement Academy

Responsibility: Dennis G. Goodwin, Director / John Hallsten, Coordinator / Stefanie Mackey, Administrative Assistant

Program/Discipline's Mission Statement:

It is the mission of the Law Enforcement Academy to provide students with a learning centered, intensive course of study that prepares students for entry into the law enforcement profession. The Academy focuses on student learning while meeting the requirements of the Colorado Peace Officer Standards and Training Board (P.O.S.T.) for certification as a peace officer.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

We continue to use scenario-based training methods to assist students in recognizing situations and problems. Possible solutions are discussed in a group setting. Critical thinking skills and decision making skills are developed.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
The continued move to scenario-based training has enhanced the overall learning experience of the student. It appears that it also enhances their analytical skills in other scenario-based training and practical skills related to the academy requirements.

What unintended consequences, if any, have occurred because of the assessment process?
None

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

The LEA Advisory Board and the academy instructors
Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: 2008-2009

<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Communication-Report Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding):</td>
<td><strong>Outcome Description:</strong></td>
</tr>
<tr>
<td>Discipline/Program: General Ed: Other</td>
<td>To measure student learning in communication, the Law Enforcement Academy “Report Writing” class includes instruction in the principles of police report writing, communication theory and basic English grammar, syntax and spelling.</td>
</tr>
<tr>
<td>If General Education outcome (choose by bolding):</td>
<td></td>
</tr>
<tr>
<td>Communication: Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork</td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 90% of the students will attain an overall passing score of 75% or better.
2) This measure is required by POST in order to obtain Peace Officer Certification.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Portfolio of student work to include spelling tests, comprehension testing, essays, an affidavit, and a comprehensive final examination.
2) The benchmark was exceeded.
3) Each academy class is measured for outcomes each semester. This allows us to identify specific learning needs and teaching changes that should be examined.
4) The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Report Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009 Academy A</td>
</tr>
<tr>
<td>Fall 2009 Academy A</td>
</tr>
<tr>
<td>Spring 2008 Academy B</td>
</tr>
<tr>
<td>Spring 2008 Academy D</td>
</tr>
<tr>
<td>Fall 2007 Academy A</td>
</tr>
<tr>
<td>Spring 2007 Academy B</td>
</tr>
<tr>
<td>Fall 2008/Spring 2009 Academy C</td>
</tr>
<tr>
<td>Fall 2007/Spring 2008 Academy C</td>
</tr>
</tbody>
</table>
| What did the department learn? | 1) The results for 2008-2009 academy classes exceeded the benchmark.  
2) Students attained scores higher than the previous year.  
3) n/a |
|-----------------------------|---------------------------------------------------------------|
| Student performance summary | 1) The overall student performance is strong as demonstrated by the results above.  
2) There will be no specific change. We will continue to encourage students to use the student success center and tutorials for additional assistance in report writing, sentence structure, spelling and grammar. |

1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?

Student performance summary  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?
<table>
<thead>
<tr>
<th>Outcome Type (choose by bolding):</th>
<th>Discipline/Program; General Ed; Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>If General Education outcome (choose by bolding):</td>
<td>Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork</td>
</tr>
<tr>
<td><strong>Outcome Title:</strong></td>
<td>Basic Law-critical thinking</td>
</tr>
<tr>
<td><strong>Outcome Description:</strong></td>
<td>This outcome measures our student’s basic understanding of law. Basic Law class includes instruction in United States Constitution; arrest; search and seizure; interrogation and confessions; rules of evidence; Colorado Criminal Code; victim’s rights; Liquor Code, controlled substances and Juvenile code.</td>
</tr>
</tbody>
</table>

**Benchmark for success**

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 90% of the students must achieve a passing cumulative score (75%) in this course as measured through a series of written tests and essays as well as practical application exercises.
2) Police officers must know the law and when and how to apply the law in every situation they encounter. Students must pass this course component to graduate.

**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Portfolio of student work including a series of written tests and essays.
2) Students achieved or exceeded the benchmark.
3) Each 17 week or 35 week academy class is measured for outcomes. This allows us to identify specific learning needs and teaching changes that should be examined.
4) The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

**Results**

What were the results of the assessment process? (List results for each method, if more than one were used.)

![Graph showing results of assessment process](chart.png)
<table>
<thead>
<tr>
<th><strong>What did the department learn?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How did group performance compare to the benchmark?</td>
</tr>
<tr>
<td>2) How does the data compare to the previous year, if applicable?</td>
</tr>
<tr>
<td>3) If multiple measures were used, how do they compare to each other?</td>
</tr>
</tbody>
</table>

| 1) Students exceeded the benchmark. |
| 2) Students attained scored higher than the previous year. |
| 3) n/a |

<table>
<thead>
<tr>
<th><strong>Student performance summary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?</td>
</tr>
<tr>
<td>2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
</tr>
</tbody>
</table>

| 1) The overall performance of the students is strong as demonstrated by the results above. |
| 2) There will be no specific change. We continue to stress to the students the importance of the knowledge factor learning tool and study groups. |
### Outcome # 3

**Outcome Title:** Firearms-Other

**Outcome Type** (choose by bolding): **Discipline/Program; General Ed; Other**  
If **General Education** outcome (choose by bolding): Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork

**Outcome Description:**  
This outcome measures student success with firearms as required by P.O.S.T. The firearms training class involves demonstrating firearms shooting skills, firearms safety and training on use of force. It is a required course by P.O.S.T. who requires specific curricula and standards.

#### Benchmark for success
1. Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2. What is the rationale for choosing this measure?

#### Description of assessment process:
1. What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2. How do these methods show students are learning?  
3. What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4. How many students made up the sample size?

1. This skill is assessed through written examination and practical assessment for one overall score.  
2. Students maintained the excellence demonstrated in the previous year.  
3. Each 17 week or 35 week academy class is measured for outcomes. This allows us to identify specific learning needs and teaching changes that should be examined.  
4. The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

### Results

What were the results of the assessment process? (List results for each method, if more than one were used.)

![Bar chart showing results](chart.png)
| **What did the department learn?** | 1) The benchmark was exceeded by all academy classes.  
2) The data shows continued excellence in this area and exceeded the previous year.  
3) n/a |
|-----------------------------------|--------------------------------------------------|
| 1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | |
| **Student performance summary** | 1) The overall performance of the students is strong as demonstrated by the results above.  
2) There will be no specific change, although Colorado P.O.S.T. continues to alter the requirements and hours of instruction. |
| 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | |
## Outcome #: 4
### Outcome Title: Automobile-Defensive Driving-Other

### Outcome Type (choose by bolding):
- **Discipline/Program**: General Ed; Other
- If General Education outcome (choose by bolding): Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork

### Outcome Description:
The driving skill component is another required P.O.S.T. skill that must be demonstrated. P.O.S.T. established the curricula and standards. Students must demonstrate mastery of defensive driving skills and tactical driving maneuvers. In addition, students must demonstrate knowledge of the applicable laws, policies and procedures.

### Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 90% of the students will attain an overall passing score of 80% which includes tactical driving maneuvers and knowledge of all applicable laws policies and procedures for this skills component.

2) This is a required score from P.O.S.T. A student who does not achieve this score cannot gain certification.

### Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) This skill is assessed through written examination and practical assessment for one overall score.

2) The students exceeded the excellence achieved in the previous year.

3) Each 17 week or 35 week academy class is measured for outcomes. This allows us to identify specific learning needs and teaching changes that should be examined.

4) The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

### Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

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![Graph showing results of assessment process with different colors representing different years (2009 Academy B, 2009 Academy A, 2008 Academy B, 2008 Academy D, 2007 Academy A, 2007 Academy B, Fall 2008/Spring 2009 Academy C, Fall 2007/Spring 2008 Academy C).](chart.png)
| What did the department learn? | 1) All academy classes exceeded the benchmark.  
2) Law Enforcement Driving continues to be an area of strength for the students as exhibited in the data compared to the previous year.  
3) Students are assessed in three measures for the practical assessment: time on the driving course, number of obstacles contacted and ability to successfully complete the required maneuvers on the course. The three scores are combined for one overall score. |
|-------------------------------|--------------------------------------------------------------------------------------------------|
| 1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) The overall performance of the students is strong as demonstrated by the results above.  
2) There will be no specific change. |
| Student performance summary | 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? |
Outcome Type (choose by bolding): Discipline/Program; General Ed; Other

If General Education outcome (choose by bolding): Communication; Critical Thinking; Quantitative Reasoning; Use of Technology; Diversity and Global Awareness; Leadership and Teamwork

Outcome Title: Arrest Control-Other

Outcome Description:
The arrest control skills component is another required P.O.S.T. skill that must be demonstrated. P.O.S.T. established the curricula and standards. Students must demonstrate mastery of defensive tactics and arrest control maneuvers.

Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 90% of the students must attain a passing score of 80% for this skills component.
2) This is a required score from P.O.S.T. A student who does not achieve this score cannot gain certification.

Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) The skills are assessed through written and practical assessment. This is a specific area to police work. They receive one overall score. A new recruit comes to the academy without these specific skills. At the end of the academy they are tested to determine their mastery of these skills. If they do not pass, they cannot graduate.
2) The students maintained the excellence they demonstrated in the previous year.
3) Each 17 week or 35 week academy class is measured for outcomes. This allows us to identify specific learning needs and teaching changes that should be examined
4) The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

![Graph](image-url)
| What did the department learn? | 1) All academy classes exceeded the benchmark.  
2) The data indicates that this continues to be an area of strength for students compared to the previous year.  
3) n/a |
|--------------------------------|--------------------------------------------------|
| Student performance summary   | 1) The overall performance of the students is strong as demonstrated by the results above.  
2) There will be no specific change.  |

1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?  

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?
<table>
<thead>
<tr>
<th><strong>Outcome #:</strong> 6</th>
<th><strong>Outcome Title:</strong> Patrol practicals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): <strong>Discipline/Program:</strong> General Ed; Other</td>
<td><strong>Outcome Description:</strong> This outcome measures the student’s ability to apply academic knowledge and skills through practical applications. Patrol Practicals involves the demonstration of academic knowledge and skills to practical situations that police officers face on a daily basis. Officer safety, arrest control, law, policy and procedure and shoot-Don’t shoot scenarios are assessed in this scenario-based testing.</td>
</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 90% of the students must attain a passing score of 75% for this component.
2) This is not a required score from P.O.S.T.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) The assessment process requires students are to safely and legally handle a domestic violence situation, pedestrian contact, vehicle stop and a building search. Students are awarded points for finding evidence, weapons, suspect management, and move tactically through a building, proper flashlight use and officer safety. Points are taken away for failure to recognize danger, not finding evidence or a weapon or not applying proper laws or tactics during these scenarios. The scenarios include building searches, vehicle contacts and domestic violence calls. An overall point score is given.
2) Students exceeded the benchmarks and obtained higher scores than the previous year.
3) Each 17 week or 35 week academy class is measured for outcomes. This allows us to identify specific learning needs and teaching changes that should be examined.
4) The sample size depends on the academy class. The specific class size for each class is contained on the graphs and charts in the Results section.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>95</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>70</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

- Spring 2009 Academy B
- Fall 2009 Academy A
- Spring 2008 Academy B
- Spring 2008 Academy D
- Fall 2007 Academy A
- Spring 2007 Academy B
- Fall 2008/Spring 2009 Academy C
- Fall 2007/Spring 2008 Academy C

Patrol Practicals
| **What did the department learn?** | 1) All academy classes exceeded the benchmark.  
2) The academy classes out performed last years’ class.  
3) The students were given a composite score.  |
|-------------------------------|--------------------------------------------------|
| **Student performance summary** | 1) The overall performance of the students is strong as demonstrated by the results.  
2) P.O.S.T. requirements drive the LEA program and assessment is a repetition of that analysis based upon the results of this assessment. We will continue to incorporate scenario-based training to improve the practical application of all the skills and their relationship to each other. |
|-------------------------------|--------------------------------------------------|
Part 2: Current Academic Year Assessment Plan

Current Academic Year: 2009-2010 Law Enforcement Academy Assessment

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
   Same as last year

Assessment Method(s) (only include if they differ from those noted in Part 1)
   Same as last year

Benchmarks (only include if they differ from those noted in Part 1)
   Same as last year

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
   Yes    No