Learning Outcome

Communication: 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.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
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.

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.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of the students will attain an overall passing score of 75% or better.

2) What is the rationale for choosing this benchmark?
This measure is required by POST in order to obtain Peace Officer Certification must attain a minimum score of 70%.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
The results for 2010-2011, 2011-2012 academy classes exceeded the benchmark. Students attained scores equal to or higher than the previous year.
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The results for 2013-2014 academy classes exceeded the benchmark

2) How does the data compare to the previous year, if applicable?
Students attained scores equal to or higher than the previous year.

3) If multiple measures were used, how do they compare to each other?
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

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

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome

Basic-Law-Critical Thinking: 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. Student must retrieve and synthesize information to determine problems and to make informed and ethical decisions.

Measure 1 Type:

Direct

Portfolio evaluation
Measure 1 Description:
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. Student must retrieve and synthesize information to make an informed and ethical decision.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of the students will 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) What is the rationale for choosing this benchmark?
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. POST requires a minimum score of 70%

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
The benchmark was exceeded by all the academy classes.
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.

See attached graph.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?  
The benchmark was exceeded by all the academy classes.

2) How does the data compare to the previous year, if applicable?  
The data shows excellence in this area and it exceeded the previous year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?  
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?  
There will be no specific change. We continue to stress to the students the importance of the knowledge factor learning tool and study groups.

Further Action:
Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome

Firearms: 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.

Measure 1 Type:

Direct

Portfolio evaluation

Measure 1 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.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
100% of the students must attain a passing score of 100% for this skills component.

2) What is the rationale for choosing this benchmark?
This is a required score from P.O.S.T. A student who does not achieve a score of 100% cannot gain certification.
Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Met benchmark

Measure 1 Results:

The benchmark was met by all academy classes.

Please see attached graph.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

The benchmark was exceeded by all academy classes.
2) How does the data compare to the previous year, if applicable?
The data shows continued excellence in this area.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
There will be no specific change, although Colorado P.O.S.T. continues to alter the requirements and hours of instruction.

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Automobile – Defensive Driving: 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.
Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 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.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of the students will attain an overall passing score of 75% which includes tactical driving maneuvers and knowledge of all applicable laws policies and procedures for this skills component

2) What is the rationale for choosing this benchmark?
This is a required score from P.O.S.T. A student who does not achieve a minimum score of 70% cannot gain certification.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark
Measure 1 Results:
All academy classes exceeded the benchmark.

Please see attached graph.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The overall performance of the students is strong as demonstrated by the results reported. All academy classes exceeded the benchmark.

2) How does the data compare to the previous year, if applicable?
Law Enforcement Driving continues to be an area of strength for the students as exhibited in the data compared to the previous year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
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. At this time the driving program conforms to POST standards.
Learning Outcome

Arrest Control: 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.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 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.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of the students will attain a passing score of 75% for this skills component.

2) What is the rationale for choosing this benchmark?
This is a required score from P.O.S.T. A student who does not achieve a minimum score of 70% cannot gain certification.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?
Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
The overall performance of the students is strong as demonstrated by the results reported.

![Arrest Control Scores](chart.png)

Please see attached graph.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
All academy classes exceeded the benchmark.

2) How does the data compare to the previous year, if applicable?
The data indicates that this continues to be an area of strength for students compared to the previous year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
There will be no specific change. This discipline is directed by POST standards and specific arrest control discipline certification requirements.

**Further Action:**
Further Action Unnecessary

**Describe the action plan:**

**Person/ Group responsible for action**

**Target Date for implementation of the action**

**Priority**

**Describe any additional resources needed (Leave blank if no additional resources are needed.)**

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**Learning Outcome**

Patrol Practicals: 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.

**Measure 1 Type:**
Direct

Portfolio evaluation

**Measure 1 Description:**
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.

**Measure 1 Sample Size:**
Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of the students must attain a passing score of 70% for this component.

2) What is the rationale for choosing this benchmark?
This is not a required score from P.O.S.T. Practical testing provides practical feedback about defined POST training materials and that the student can apply principles of conduct, good problem solving and good decision making. This rational also assists in defining quality of instructional materials and individual instructors.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
All academy classes exceeded the benchmark.
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
All academy classes exceeded the benchmark.

2) How does the data compare to the previous year, if applicable?
The data indicates that this continues to be an area of strength for students compared to the previous year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
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.

Further Action:
Further Action Unnecessary

Describe the action plan:
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