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.

<table>
<thead>
<tr>
<th>Measure 1 Type:</th>
<th>Direct</th>
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</thead>
<tbody>
<tr>
<td>Measure 1 Type:</td>
<td>Portfolio evaluation</td>
</tr>
<tr>
<td>Measure 1 Description:</td>
<td>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.</td>
</tr>
<tr>
<td>Measure 1 Sample Size:</td>
<td>80</td>
</tr>
<tr>
<td>1) Describe the benchmark for this measure.</td>
<td>100% of the students must attain a passing score of 100% for this skills component.</td>
</tr>
<tr>
<td>2) What is the rationale for choosing this benchmark?</td>
<td>This is a required score from P.O.S.T. A student who does not achieve a score of 100% cannot gain certification.</td>
</tr>
</tbody>
</table>

This Discipline Outcome was: Met benchmark
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?

This data consistently compares with the previous year's excellent results.

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 that can affect budgets and instructor qualifications. In 2014 there were firearms qualification standards that have effected academy budgets and instructor requirements by increasing budget and instructor requirements. Beginning July 1, 2015 additional firearms qualifications will again change that will tend to nullify some budget and instructor requirements by adjusting the requirement for additional remedial training hours for students that did not qualify during one of four qualification attempts.

3) How will your assessment

Colorado P.O.S.T. Curriculum Committees define all subject matter learning objectives for required materials by the use of syllabi. That
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Process enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Further Action: Further Action Unnecessary

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, emergency vehicle operation and tactical driving maneuvers. In addition, students must demonstrate knowledge of the applicable laws, policies and procedures.

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.

Please select This Discipline Outcome was: Surpassed benchmark

Measure 1 Results:

All academy classes exceeded the benchmark.

Emergency Vehicle Operations

[Graph showing pass rates for different periods and groups of students]
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 class 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.

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?

Law Enforcement Driving continues to be an area of strength for the students as exhibited in the data compared to the previous year. There will be no specific change, although Colorado P.O.S.T. continues to review the requirements and hours of instruction that can affect budgets and instructor qualifications.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Colorado P.O.S.T. Curriculum Committees define all subject matter learning objectives for required materials by the use of syllabi. That process is an on-going evaluation of materials to ensure consistent up-to-date materials and goals are established for all state authorized law enforcement academies. Subject matter and learning objectives are subject to change at any time. The entire POST curriculum is under review in 2105 and may result in changes for future academy classes.
### 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.

<table>
<thead>
<tr>
<th>Measure 1 Type:</th>
<th>Direct</th>
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</thead>
<tbody>
<tr>
<td>Measure 1 Description:</td>
<td>Scores and pass rates on a standardized test</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>1) Describe the benchmark for this measure.</td>
<td>90% of the students will attain a passing score of 75% for this skills component.</td>
</tr>
<tr>
<td>2) What is the rationale for choosing this benchmark?</td>
<td>This is a required score from P.O.S.T. A student who does not achieve a minimum score of 70% cannot gain certification.</td>
</tr>
</tbody>
</table>

### This Discipline Outcome was: Surpassed benchmark

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

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, The data indicates that this continues to be an area of strength for students compared to the previous year.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)?</td>
<td>Surpassed benchmark</td>
</tr>
<tr>
<td>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?</td>
<td>There will be no specific change, although Colorado P.O.S.T. continues to review the requirements and hours of instruction that can affect budgets and instructor qualifications.</td>
</tr>
<tr>
<td>3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?</td>
<td>Colorado P.O.S.T. Curriculum Committees define all subject matter learning objectives for required materials by the use of syllabi. That process is an on-going evaluation of materials to ensure consistent up-to-date materials and goals are established for all state authorized law enforcement academies. Subject matter and learning objectives are subject to change at any time. The entire POST curriculum is under review in 2105 and may result in changes for future academy classes.</td>
</tr>
</tbody>
</table>

Further Action: Further Action Unnecessary
Measure 1
Description:

The assessment process requires students 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.

1) Describe the benchmark for this measure.

90% of the students must attain a passing score of 75% 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 in a real time environment. This rational also assists in defining quality of instructional materials and individual instructors.

This Discipline Outcome was: Surpassed benchmark

Measure 1 Results:

All academy classes exceeded the benchmark.

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.
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. Patrol Practicals are not required by POST however they for real-time assessment of classroom materials. There will be no specific change, although Colorado P.O.S.T. continues to review the requirements and hours of instruction that can affect budgets and instructor qualifications.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Patrol practicals enable academy staff to assess the quality and consistency of classroom curriculum. Assessment results help define gaps and inconsistencies that may occur due to differing local practices of the active law enforcement instructors. Deficiencies identified can be altered as necessary to meet a "best practices" standards while meeting POST requirements.

**Further Action:** Further Action Unnecessary

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**FEEDBACK**

Please select

Please select

**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:** Measuring student learning in communication, the Law Enforcement Academy "Report Writing" class includes instruction in the principles of police report writing, communication theory and basic grammar, syntax and spelling.

**Measure 1**  
**Sample Size:** 80

1) Describe the benchmark for this measure.

90% of the students will attain an overall passing score of 75% or better. This measure is required by Colorado P.O.S.T. in order to obtain Peace Officer Certification through quantitative testing with a minimum passing score of 70%.

The sample base for this learning outcome is based upon the actual number of academy student that attend each semester.

2) What is the rationale for choosing this benchmark?

This measure is required by Colorado P.O.S.T. in order to obtain Peace Officer Certification through quantitative testing with a minimum passing score of 70%.

**Measure 2 Type:** Direct

Please select

This Learning Outcome was: Surpassed benchmark

**Measure 1 Results:**


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

All students met or exceeded the benchmark.

2) How does the data compare to the previous year, if applicable?

This data is comparably consisant with previous year.
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, although Colorado P.O.S.T. continues to alter the requirements and hours of instruction that can affect budgets and instructor qualifications.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Colorado P.O.S.T. Curriculum Committees define all subject matter learning objectives for required materials by the use of syllabi. That process is an on-going evaluation of materials to ensure consistent up-to-date materials and goals are established for all state authorized law enforcement academies. Subject matter and learning objectives are subject to change at any time. The entire POST curriculum is under review in 2105 and may result in changes for future academy classes.

Further Action: Further Action Unnecessary

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

Scores and pass rates on a standardized test

Measure 1
<table>
<thead>
<tr>
<th>Description:</th>
<th>This outcome measures the student's basic understanding of law. The Basic Law class includes instruction in United States and Colorado Constitutions; arrest and detention law; search and seizure law; interrogation and confessions; rules of evidence; the Colorado Criminal Code; the Colorado Juvenile Code; the Colorado Liquor Code and the controlled substance act. Students must retrieve and synthesize information to make an informed, legal and ethical decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 Sample Size:</td>
<td>80</td>
</tr>
<tr>
<td>1) Describe the benchmark for this measure.</td>
<td>90% of the students will attain an overall passing score of 75% or better. Peace Officers must know the law and when and how to apply the law in every situation they encounter. This measure is required by Colorado P.O.S.T. in order to obtain Peace Officer Certification through quantitative testing with a minimum passing score of 70%. The sample base for this learning outcome is based upon the actual number of academy student that attend each semester.</td>
</tr>
<tr>
<td>2) What is the rationale for choosing this benchmark?</td>
<td>This measure is required by Colorado P.O.S.T. in order to obtain Peace Officer Certification through quantitative testing with a minimum passing score of 70%. This measure can make up 75% or more of the P.O.S.T. certification examination. Please select</td>
</tr>
<tr>
<td>This Learning Outcome was:</td>
<td>Surpassed benchmark</td>
</tr>
<tr>
<td>Measure 1 Results:</td>
<td></td>
</tr>
</tbody>
</table>

| 1) How did unit/department performance compare to the benchmark? | All academy classes met or exceeded the benchmark standard. |
| 2) How does the data compare to the previous year, if applicable? | Current data is comparably consistent with previous year. |
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, although Colorado P.O.S.T. continues to alter the requirements and hours of instruction that can affect budgets and instructor qualifications.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

   Colorado P.O.S.T. Curriculum Committees define all subject matter learning objectives for required materials by the use of syllabi. That process is an on-going evaluation of materials to ensure consistent up-to-date materials and goals are established for all state authorized law enforcement academies. Subject matter and learning objectives are subject to change at any time. The entire POST curriculum is under review in 2105 and may result in changes for future academy classes.

Further Action: Further Action Unnecessary