**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: Law Enforcement Academy / Basic Peace Officer Course**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

|  |  |
| --- | --- |
| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Students will be able to demonstrate the proper standardized field sobriety test. |
| Program Learning Outcome 2: | Students will be able to demonstrate defensive tactics proficiency. |
| Program Learning Outcome 3: | Students will be able to demonstrate firearms proficiency. |
| Program Learning Outcome 4: | Students will be able to demonstrate emergency vehicle operations. |
| Program Learning Outcome 5: | Students will be able to demonstrate effective crisis intervention skills and de-escalation strategies. |
| Program Learning Outcome 6: | Students will be able to demonstrate a proper traffic stop. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 |  |
| Basic Peace Officer I  CJLE 1006 |  | IPEA | IPEA |  | I |  |  |
| Basic Peace Officer II  CJLE 1012 |  | IPEA | IPEA |  | PE |  |  |
| Basic Peace Officer III  CJLE 1018 |  | IPEA | IPEA |  | PE |  |  |
| Basic Peace Officer IV  CJLE 1024 |  | IPEA | IPEA | IPEA | PE | IPEA |  |
| Basic Peace Officer V  CJLE 1029 | IPEA | IPEA | IPEA |  | PEA | PEA |  |
| Basic Peace Officer Stackable Advanced Tactics Course  CJLE 2047 |  | IPEA | IPEA |  | IPEA | PEA |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1 - Students will be able to demonstrate the proper standardized field sobriety test. | practice, written examination, pass/fail practical examination. | 95% or more of students will successfully pass both the written exam and practical examination. |
| PLO #2 - Students will be able to demonstrate defensive tactics proficiency. | practice, written examination, pass/fail practical examination. | 85% or more of students will successfully pass both the written exam and practical examination. |
| PLO #3 - Students will be able to demonstrate firearms proficiency. | practice, written examination, pass/fail practical examination, qualification course, scenarios | 85% or more of students will successfully pass both the written exam and practical examinations, scenarios and qualifications |
| PLO #4 - Students will be able to demonstrate emergency vehicle operations. | practice, written examination, pass/fail practical qualification | 90% or more of students will successfully pass both the written exam and practical examination. |
| PLO #5 - Students will be able to demonstrate effective crisis intervention skills and de-escalation strategies. | practice, written examination, pass/fail practical reality-based scenarios. | 95% or more of students will successfully pass both the written exam and practical examination. |
| PLO #6 - Students will be able to demonstrate a proper traffic stop. | practice, pass/fail practical reality-based scenario. | 95% or more of students will successfully pass both the written exam and practical examination. |