

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Administration of Justice

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

| | Fall 2004 | Fall 2005 | Fall 2006 | Definitions |
|---------------------------------|-----------|-----------|-----------|--|
| Enrollment at Census | 830 | 757 | 742 | <i>Self Explanatory</i> |
| Census Enrollment Load % | 79.12% | 77.72% | 67.21% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| WSCH | 2,450 | 2,991 | 3,133 | Weekly Student Contact Hours |
| FTEs | 81.66 | 99.71 | 104.42 | One Full-Time Equivalent Student = 30 WSCH |
| Total FTEF | 5.53 | 5.92 | 7.78 | Total Full-Time Equivalent Faculty |
| WSCH/FTEF | 443 | 506 | 403 | WSCH Generated per Full-Time Equivalent Faculty Member |
| Full-time FTEF | 2.80 | 3.00 | 3.00 | FTEF from Contract Faculty |
| Hourly FTEF | 2.13 | 2.28 | 4.18 | FTEF from Hourly Faculty |
| Overload FTEF | 0.60 | 0.63 | 0.60 | FTEF from Contract Faculty Overload |
| Part-Time FTEF | 2.73 | 2.92 | 4.78 | Hourly FTEF + Overload FTEF |
| Part-Time FTEF % | 49.40% | 49.30% | 61.43% | Percent of Total FTEF Taught By Part-Time Faculty |
| Retention Rate | 91.53% | 94.93% | 91.74% | Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Success Rate | 71.96% | 71.79% | 67.12% | A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Degrees Awarded | 9 | 15 | 12 | Total number of Degrees awarded for the Full Academic Year |
| Certificates Awarded: | 39 | 32 | 42 | Total number of Certificates awarded for the Full Academic Year |
| - Under 18 Units | - | - | - | Total number of Certificates awarded for the Full Academic Year |
| - 18 or More Units | 39 | 32 | 42 | Total number of Certificates awarded for the Full Academic Year |

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

After looking at the college-wide data, it appears that Administration of Justice is about average when compared to all departments. While census is down, FTES and WSCH have increased by 22% in the past three years due to increased enrollment management. Due to the war, these programs have seen a decline in census. However, students are taking more units.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

| PLAN – 2007-08 | Progress – 2008-09 |
|--|--------------------|
| <p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>There are currently around 12,000 positions open in California police/sheriff’s departments. Faculty should emphasize these positions to their students.</p> <p>In order to increase the per class enrollment, perhaps a review of curriculum might be in order. Reducing the number of classes required may increase enrollment.</p> <p>The police academy program is on track with the number of units a student can obtain toward an associate degree.</p> | |
| <p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Administration of Justice has gone to two classes per week. The program may consider offering additional eight week (short-term) and on-line courses.</p> | |

4. Discuss/identify the resources necessary to successfully implement the planning described:

| PLAN – 2007-08 | Progress – 2008-09 |
|--|--------------------|
| <p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Budget should keep up with inflation. The program needs to expand its equipment and supply inventories.</p> <p>The police academy requires specialized equipment throughout the program. In order to operate within compliance with P.O.S.T. mandates, there is a need to regularly replace outdated equipment for safety purposes. This equipment includes, but is not limited to Firearms, Defensive Tactics, Physical Training, Investigations, First Aid and C.P.R., Crimes in Progress, Vehicle Pullovers and High Risk Vehicle Stops, Scenario’s (role play), Employment and Interview Preparation, and Chemical Agents.</p> | |
| <p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Additional funds would reduce the cost of materials and student fees resulting in increased enrollment. Minimum staffing requirements by P.O.S.T. for safety purposes and student to instructor ratios are required under external accreditation.</p> | |
| <p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>Obtain a classroom that is not next door to an auto shop and a machine shop. Room N-5 needs to be reconfigured with less tables and chairs. In addition, the room needs to be configured with updated smart room technology.</p> | |
| <p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>At this time, Public Safety Programs is not requesting an additional full-time position in Administration of Justice.</p> | |
| <p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Currently, the Police Academy has an hourly clerical person to support the program. Due to the low pay and transient student population, the position needs to be staffed with an additional permanent staff position.</p> | |

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Student Success: The Police Academy implemented on-line testing for students to maximize efficient use of technology.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

AJ 102 – Criminal Procedures: The student will be able to understand the concept of “Due Process.” Students will be measured by them processing a case from beginning to end.

AJ 106 – Police Ethics: Ethical reasoning to be demonstrated by the student utilizing ethical reasoning to arrive at a decision. Essay tests are given to evaluate the student's level of problem solving, their ability to write and their analytical thinking abilities.

AJ 104 – Criminal Law. The course is a mix of substantive criminal law , criminal law history, and criminal law philosophy. The student learning outcome is that the student will be able to list the elements to 30 major crimes, indicate the type of criminal intent, and the level of each crime.

Currently, Police Academy staff assesses and tracks graduates hired by police agencies in their field training phase of employment. With the assistance of advisory boards, curriculum is constantly updated to revise Student Learning Outcomes.

b. Discuss a learning outcome that is observable yet difficult to measure.

Student Learning Outcome: The importance of understanding the emotional environment of law enforcement.

Student Learning Outcome: Students receiving a two year degree in Administration of Justice will be prepared to become a working police officer.

7. Describe a discipline accomplishment that you want to share with the college community.

Administration of justice added an ethics class. Faculty feels this is extremely important in lieu of the recent news articles regarding unethical behavior of public officials. This is important because in order to maintain a civil society we must maintain confidence and trust in our criminal justice system.

The Police Academy curriculum is diverse. The program includes an Employment Interview Preparation block to assist students in the hiring process. To date, out of 71 graduates from the Fall 04 to Fall 06 timeline, over 50% of these graduates are active law enforcement officers. 20 out of 22 students from the Fall 2006 class are currently active law enforcement officers in the state.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

In future years this form should include the college averages with the department data. The data should also be divided between degree and academy (for both police and fire) programs.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Peace Officer Standards and Training oversees the Police Academy accreditation. Our program has an accreditation review every three years. Our last program accreditation review was on November 1st and 2nd, 2006.

SUMMARY OF RECOMMENDATIONS

The following is a summary of the Accreditation Review Team recommendations:

- The added duties of Chief of Police to the Director's already full time responsibilities are impacting the Academy in a negative way. Immediate steps must be undertaken to sever the duties of Chief of Police from the Director of Public Safety Programs. The current workload is not in compliance with POST Regulation 1052 (b) (1) requiring a full time Academy Director.
- The Academy must have two full time Recruit Training Officers (RTOs) assigned to each Academy class to insure appropriate supervision is provided to recruits.
- Add a full time clerical support staff person to serve as Academy Secretary to manage the complex administrative responsibilities of the Academy.
- The Academy needs to develop a Test Administration Policy utilizing the POST Model or an equivalent.
- Reinststitute the test review of Learning Domain (LD) exams that have not taken place due to staff shortages.
- Establish a fund/process to replace laptop computers currently utilized by the Academy for on line testing and for report writing as the ones provided by POST four years ago are out of date and losing effectiveness.
- Consider establishing a process to track student outcomes after graduation as an additional tool to determine program effectiveness.
- Establish a long-term strategic plan to implement an intensive program including the added staff necessary to manage the added responsibilities.
- The Director should work with the Advisory Committee to explore the possibility of having agencies provide on duty staff to the Academy to serve as RTOs.
- Consider establishing an evaluation instrument for the recruits to use to rate the effectiveness of staff.
- The Academy should take immediate steps to meet the POST compliance requirement for Instructor Development Training for instructors by FY 2009/2010.
- Review all LD outlines to insure they are at the third level of detail as required by POST regulations. PowerPoint outlines do not meet this standard.
- Discontinue the use of recruit vehicles in Academy training.
- Issue cellular telephones to the Director, Coordinator and to one RTO assigned to supervise each class while in session.
- During the upcoming program review, seriously consider the feasibility of continuing the 180 hour Service Learning segment as a mandated part of the course. This program effectively adds seven weeks to the course without lengthening the actual time.

10. Other comments, recommendations:

The District needs to immediately begin negotiations with the City of San Marcos to extend the lease of the Palomar College Public safety training Center.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Morgan Peterson

Shanon Dreyer

Larry Roberts

Thomas Plotts

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* **By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

* **Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**