



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Police Academy
Department Name:	Public Safety Programs
Division Name:	CTE

Please list all participants in this Program Review:

Name	Position
Mark DiMaggio	Police Academy Director
Juliette Barnes	Police Academy Coordinator
Glenda Gardner	Academic Department Assistant
Ashley Richardson	Administrative Specialist

Number of Full Time faculty	0	Number of Part Time Faculty	19
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Please list the Classified positions (and their FTE) that support this discipline:

Director (1 FTE), Coordinator (1 FTE), Academic Department Assistant (1 FTE), Police Academy Training Officer (.45 FTE)
Effective August 22, 2017, we hired an Administrative Specialist I (.45 FTE).

What additional hourly staff support this discipline and/or department:

24 Short-Term employees.

Discipline mission statement ([click here for information on how to create a mission statement](#)):

POLICE ACADEMY MISSION STATEMENT:

The primary mission of basic training is to prepare students mentally, morally and physically to advance into a field-training program and assume the responsibilities and execute the duties of a peace officer in society. This instruction is directed toward providing a sensitivity to, and understanding of, the role of the officer within the criminal justice system, the employing agency, and the community served.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

State of California Peace Officer Standards and Training (POST) Basic Course certificate.
Certificate of achievement from Palomar College.

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change	X	Decreased	
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The number of applicants for the year long program has remained consistent with a slight decrease, currently due to a high number of available full-time positions with law enforcement agencies. When numerous law enforcement agencies increase hiring, the police academy tends to see a decrease in applications because students do not pay to enroll and complete the program self-sponsored.

When law enforcement jobs are limited we see a spike in applications, because students will self-sponsor themselves through a Police Academy to be more marketable to law enforcement agencies. Societal events (terrorist attacks and attacks on law enforcement), also affect the number of applications we receive.

The academy program begins in January of each year and is completed in December, with enrollment numbers spanning across two separate academic years. Prior to 2016, completion of the entire program was necessary to satisfy the state certification requirements. In 2016, the program switched to a Modular format, which allows for students to take different sections of the training program and receive certification for the separate modules, which causes the enrollment to vary across each module.

In the previous format of the program, enrollment was consistent across the 2013, 2014, and 2015 years with an average of 40 students per year. Enrollment for 2016 was down 52% to 21 students. The enrollment into the start of the academy training program for 2017 had 35 students. The total enrollment across the past 5 years has remained consistent on average.

The police academy switched to a Modular format which will increase for Module III and II, as law enforcement agencies hire reserve officers at those levels. The academy is starting to see an increase in military applicants due to a decrease in deployment schedules for active-duty personnel, as well as veterans seeking a law enforcement career. Cost has been a factor in deterring some students that were accepted into the program from attending the academy. The cost for the program is approximately \$6,000 and Financial Aid does not cover all of the expenses.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Unfortunately, the Modular I portion of the police academy was temporarily suspended by the Peace Officer Standards and Training (POST). The program has since been reinstated via the administrative changes; however, due to the months of separation from the academy students -- the enrollment has decreased. The Modular III police academy program starts back on schedule in January of 2018 and the enrollment numbers for that program have already increased.

The program routinely accepts more students than will actually begin the program. Some students accepted will either have schedule conflicts that do not allow them to attend or are unprepared for the financial costs of the program. There is an average of a 10-15% attrition rate from the time students are accepted into the program to when the course actually begins, with the reasons for dropping being completely student-based. There are 45 available seats in each academy class and usually over 70 applicants. Over the past 5 years, the fill rate has been 82%.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

As indicated above, due to the temporary suspension from the Peace Officer Standards and Training (POST), the enrollment numbers declined. However, the enrollment numbers have increased for the Modular III police academy program starting in January 2018.

Currently, the program data does not separate police academy courses from Administration of Justice (AJ) instructional courses, so we are unable to get WSCH/FTEF data for the police academy. We're going to work with the instruction office to capture this data in the future. In an attempt to identify WSCH/FTEF data specifically for the police academy, it was discovered that not all current courses are included in the data available. In attempting to separate out the FTEF data specifically for the police academy, it was discovered that the data provided for PRP analysis did not include all of the police academy AJ courses (it is missing AJ 94B, AJ 95A and AJ 95B), therefore, the data could not be properly evaluated.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

No instructional staff resource changes are noted for the Modular format, however, with the addition of agency based Advanced Officer Training (AOT) courses to be offered in the near future will necessitate hiring additional adjunct faculty.

Due to the issue with combined data between the police academy and Administration of Justice instructional courses, we are unable to provide FTEF for the police academy. The Research and Planning Department has been notified and we'll be working on an option to provide separate data in the future.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

It is not possible to compare police academy success rates to the instructional classes on campus, because success standards are based upon Peace Officer Standards and Training (POST) training and testing specifications. These are unique to law enforcement training requirements which are based upon academic, physical, practical and manipulative skills testing. As an example, proficiency in firearms, driving skills, defensive tactics and scenario testing.

In 2013, 66% of enrolled students completed the entire police academy program. In 2014, 73% successfully completed the training, and in 2015, 56% completed the program. The decrease in completion of the program was due to various factors, including students failing state-required testing components, withdrawals due to personal reasons, or injuries that prevented continuing in the training. The change to a modular format has allowed for a greater success rate overall because students may complete modules at different times, which allows for more flexibility. The previous format required students to complete the entire program in one year, which was often difficult for students to manage.

With the Modular format, the success rates varied across the three different training Modules. For 2016, 81% of enrolled students completed Module III. For Module II, 88% of students completed the course. In Module I, only 44% successfully completed the course, which is largely attributed to failures on state-mandated testing of manipulative skills or final scenario tests. For the 2017 academy year, 74% successfully completed Module III, and 90% successfully completed Module II. Due to the academy suspension, Module I is currently underway and will be completed in May 2018. The lower success rate in Module I is expected due to it being the most challenging module.

The overall success of each student in the police academy training program is primarily dependent on their performance on state-mandated testing required of all police academies in the state. The success rate is consistent with other police academy programs in California. The success rate of all students in the Modular format program averages to be 77% since it began two years ago. This is an increase in the overall success rate of 65% with the previous format of the police academy training program.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	On average, there are 85% male students and 15% female. The success rate by gender varies every year and there is no consistent trend across the 5-year period.
Age	We are now getting older applicants (over 40) with the Modular format because they can train to be reserve officers instead of attending the full-time basic academy. Approximately 40% of applicants are between the ages of 21-25 for the past 5 years. Approximately 20% of the next largest age group is between 26-30 years old.
Ethnicity	This data is not collected from academy applicants.
Special Population (examples- veteran, foster youth, etc)	Military applicants (active duty, reservists and veterans) comprised 15% of the total applicants for the program. Of the military applicants, 70% are veteran status. Over the last 3 years there has been an increase in veterans applying for the program, compared to active-duty military personnel. Of military applicants, there is a 56% average success rate. Active duty military who have been unable to complete the program has been largely due to conflicts with their enlistment obligations/deployments.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Over the past 5 years, 80%-90% of the applicants have completed higher education coursework. Over the past 2 years, the percentage of applicants with Associate Degrees has almost doubled. Within the last 5 years, the trend of applicants with either an Associate Degree or Bachelor’s Degree has increased from approximately 15% up to 25%.

In 2015, the police academy curriculum was changed to a modular format to allow students to complete training in sections, consistent with training requirements for reserve officers. The success rate for each module has increased in comparison to the success rate of the year long format.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.

Standard for Discipline Course Success Rate:

The POST minimum standard varies between 70% to 100% depending

upon the skills being tested.

Why?

The police academy is a state mandated program and is mandated to conform to the Peace Officer Standards and Training (POST) minimum standards for individualized testing.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

The completion rates are lower than expected, however, they are based upon individual performance of each student based on Peace Officer Standards and Training (POST) training and testing specifications. Factors that influence completion include: failure of (POST) required testing, physical injuries via defensive tactics testing, and personal reasons such as financial or professional conflicts.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

The following certificates of achievement from Palomar College for completion of the Police Academy were awarded: in 2010-(34) certificates; 2011-(22) certificates; 2012-(25) certificates; 2013-(27) certificates; 2014-(27) certificates. Students are also awarded a (POST) Basic Academy Certificate of completion related to the state mandated course.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

There is a 5.3% projected growth in the law enforcement labor market in San Diego County. There will be an increase of 3,500 law enforcement jobs over the next 3 years throughout the state, with a total of over 11,000 new or replacement openings for peace officers. Graduates of the Palomar College Police Academy program are eligible to be hired in peace officer positions anywhere in the State of California.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

The police academy is collaborating with other law enforcement agencies in an effort to hire Palomar College Police Academy graduates prior to graduation. Recruiters are invited regularly to speak with current students regarding available job openings. The academy program includes a 25 hour course in law enforcement interviewing and hiring to prepare the student for the interview and background process in an effort to become successfully hired.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

The State of California Peace Officer Standards and Training (POST) legislative mandated requirements that change academic and scenario testing standards to graduate and achieve a basic course certificate.

4. When was your program’s last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

August 22, 2017, was the last advisory meeting. This meeting was attended by various law enforcement agencies throughout San Diego County. In an effort to collaborate with the law enforcement agencies that attended the meeting, a survey was conducted regarding the wants and needs of the Peace Officer Standards and Training (POST) related training that Palomar College can offer.

The police academy is currently working with the Peace Officer Standards and Training (POST) in an effort to create Advanced Officer Training (AOT) for peace officers in San Diego County to maintain their state required mandated training. Advisory meetings are currently scheduled quarterly and the next meeting is November 14, 2017.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

The State of California Peace Officer Standards and Training (POST) conducted a Basic Course Certification Review (BCCR) in May 2016 and requested specific changes to the police academy program. The program was temporarily suspended due to the POST review; however, the changes have since been implemented and were required by (POST) to reinstate the program. The academy program is evaluated through the BCCR process every three years by the CA Commission on Peace Officer Standards and Training.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Assessment results are directly related to the state mandated requirements of the Peace Officer Standards and Training (POST) Training and Testing Specifications (TTS). All instructors in the police academy are required to attend the (POST) Academy Instructor Certification Course (AICC), to comply with (POST) standards and teaching methodology. There are SLOs defined for each Module of the police academy training program.

Student performance on state-mandated testing requires remedial training when there is a test failure. Instructors review the material and ensure adequate time is given to provide each student with additional instruction before a re-test is administered. With changes in the testing requirements set by POST, the academy has also developed academy written tests to mimic the individualized subject testing format that POST formerly utilized. This allows academy staff to better gauge comprehension of the material in advance of the state-mandated comprehensive testing at the end of each module.

Instructor lesson plans are reviewed and approved in advance of instruction and the Academy Director/Coordinator and Recruit Training Officers routinely sit in during periods of instruction to ensure that the instructors are delivering the materials as outlined and required by POST. Testing methods and learning activities are created or adjusted to further assist students in understanding the content of the courses and to further their success. Instructors receive evaluations from each student at the completion of instruction on each subject and this feedback is used for evaluation of teaching styles and instructor performance.

Nearly all subjects in the program exceed the hours of instruction mandated by the state. By continuously evaluating student comprehension of subject matter, instructor feedback, and student performance in various testing modalities, the hours allotted to each subject and the format of training activities is adjusted to ensure the greatest opportunities for success for all students.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

We believe our current methods for assessing course and program SLOs is effective and working well. Our success rates are high and are noted elsewhere in this report. Assessment methods comply with (POST) Training and Testing Specifications (TTS). They are not subject to modification without (POST) approval.

Standardized state exams are used to assess students through POST constructed tests and academy-constructed tests. These tests include written assessments and manipulative skills tests with the passing scores determined by POST for mandated testing. Most state mandated testing has a minimum 80% passing score. Each subject taught in the academy has specific Student Learning Outcomes (SLOs) developed by POST which are outlined in the Training and Testing Specifications (TTS). For example, in firearms testing for Module III, students must achieve 80% accuracy by hitting the target in 29 out of 36 shots.

These Learning Objectives are what content is required to be taught on each subject of a state certified police academy program. There are 42 different subjects with an average of 10-15 learning objectives for each subject. These various learning objectives are summarized to collectively construct the Student Learning Outcomes (SLOs) for the Police Academy Modules (detailed in the Program SLOs section below).

The POST developed Learning Objectives are standardized for all police academy training programs in the State of California, ensuring that all peace officers in the state receive consistent training. Both POST constructed exams and academy written exams are created off of these Learning Objectives and students receive feedback on test scores reflecting which learning objectives were not comprehended at an 80 percentile, so students can return to the workbooks to review material.

POST requires an End of Course Comprehensive Test be administered at the end of each Module of the police academy training. This assessment method is required for all police academies throughout the state and the test is developed, validated, and administered directly from POST using a secure browser, electronically. Academy administration and staff are not permitted to review or change any part of these tests.

Students must successfully pass these tests to complete each police academy training module and to receive a certificate of completion. The passing score for each POST test was recently updated this year. The Module III End of Course Test has an 80% minimum passing score. The Module II End of Course Test has an 82% minimum required pass score and The Module I End of Course Test has an 84% minimum passing score.

Each test includes content from the previous tests so the final test in Module I is a comprehensive test that incorporates training information from the entire police academy program. If a student fails an initial test, they are provided remedial training and are allowed one re-test. If the student fails the re-test, they are required to be dismissed from the academy training program, per POST regulations. This is true for all mandated POST testing for written exams, manipulative skills testing, and scenario testing.

To help assess Student Learning Outcomes (SLOs) prior to the end of each module course, the academy has developed written exams on individual training subjects that were previously tested separately by POST. These tests have varied passing scores, consistent with the minimum passing standards used by POST, with no less than a 70% minimum passing score. Academy constructed tests generally have an 80% passing rate overall and the program intends to raise all testing standards to 80% now that POST has raised testing standards to this level as well.

The following Assessment Methods are used during the courses:

AJ 93 - Module III: Two state-mandated POST written exams, four academy constructed learning domain subject written exams, five CPR/1st Aid skills tests, one firearms qualification test, fifteen Arrest and Control skills tests, three vehicle operations slow speed driving tests.

AJ 94A & 94B - Module II: One state-mandated POST written exam, eight academy constructed learning domain subject written exams, six firearms qualification tests, five Arrest and Control skills tests..

AJ 95A & 95B - Module I: One state-mandated POST written exam, ten Academy-constructed learning domain subject written exams, one Report Writing written test, two firearms qualification tests, twenty-three Arrest and Control skills tests, seven Emergency Vehicle Operations Course driving tests, one Physical Fitness Work Sample Test Battery test, and fourteen scenario tests.

Changes cannot be made to POST mandated testing, as it is a standardized testing format used for all academies in the state. Changes to academy constructed tests are made when there is an indication through test scores or student/faculty feedback, that a more effective method could be used to assess overall student learning outcomes (SLOs).

Testing is one manner to assess the student learning outcomes (SLOs) and assess the entire course as a whole. Test performance is one method to determine if students are retaining and comprehending the information provided through instructional hours and the course material required by the state. Instructors are evaluated regularly (during instruction) by academy administration to ensure they are using effecting teaching strategies that incorporate different adult learning styles. Written evaluations by students and academy staff also assess if instructors are following the POST-approved course outline, (SLOs) and that the POST Training and Testing Specifications (TTS) are met.

Another procedure recently added by academy administration to further assess Student Learning Outcome (SLOs) success is the implementation of homework assignments related to each course of study or learning domain. Students complete workbook activities from the state constructed workbooks and textbooks that validate learning comprehension and increases student performance on assessment tests. Since its implementation this month, students have reported a better understanding of the material and instructors report that students are better prepared for periods of instruction.

Testing has not yet been conducted to determine the effectiveness of this procedure (testing is already scheduled over the next two months that will provide further evidence of its effectiveness), but student feedback thus far has been positive and is expected to reflect positively in test assessments.

Recent review by academy administration of instructional procedures, processes, student comprehension, Training and Testing Specifications (TTS) and (SLOs), resulted in additional assessment methods (academy constructed tests, homework, material review and quizzes) to best support a timely and comprehensive manner of assessing Student Learning Outcomes

(SLOs) and to make improvements in areas where state regulations are permitted. We intend to incorporate TracDat more efficiently and utilize this system to input results for more effective tracking of success rates over extended time periods and to better identify trends or changes, as this system was not utilized properly in the prior years.

Academy administration has regular Advisory Board meetings with allied agencies to foster professional relationships and further assess the success rates of graduates in the job field. Academy staff has regular and ongoing communication with POST to ensure the program maintains all regulatory standards and stays up to date on anticipated changes. Although responses are not guaranteed, academy staff reach out to graduates to track job placement following completion of the course to help identify any changes of the program for success of real life practical application of becoming a peace officer.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Program (SLOs) are consistent with (POST) Training and Testing Specifications (TTS). The current SLOs were just reviewed and revised to ensure accuracy. Program SLOs ensure that the required content for each module of police academy training meets or exceeds the standards set by the State of California for peace officer training. Each subject taught within the academy has unique Student Learning Outcomes (SLOs) which are included within the overall course outline required by the state to ensure that the appropriate scope and depth of learning occurs in each individual subject. (SLOs) will generally not vary as they match state-mandated requirements.

AJ 93 - Module III SLOs: Students will be able to demonstrate an adequate knowledge of basic criminal law, professionalism, diversity, and ethics for law enforcement for Level III Reserve Officers in the State of California as defined by California Peace Officers Standards and Training (POST). These skills are assessed through academy developed and POST-constructed written examinations and 100% of the students who successfully complete the course have met this objective.

In addition, students will be able to demonstrate an adequate knowledge of First Aid/CPR, firearms, and arrest and control procedures for law enforcement as specified in Penal Code Section 832 and for Level III Reserve Officers in the State of California, as defined by California Peace Officers Standards and Training (POST). This is assessed through manipulative skills testing and 100% of the students who successfully complete the course have met this objective.

AJ 93 - Module III Assessment Methods: Two state-mandated POST written exams, four academy constructed learning domain subject written exams, five CPR/1st Aid skills tests, one firearms qualification test, fifteen Arrest and Control skills tests, three vehicle operations slow speed driving tests.

AJ 94A & AJ 94B - Module II SLOs: Students will be able to demonstrate an adequate knowledge of criminal law and policing in the community, patrol techniques, crimes in progress, report writing, firearms, arrest and control techniques, cultural diversity/discrimination and preliminary investigations in law enforcement for Level II Reserve Officers in the State of California as defined by the California Peace Officer Standards and Training (POST). These skills are assessed through academy developed and POST-constructed written examinations, and manipulative skills tests. 100% of the students who successfully complete the course have met this objective.

AJ 94A & 94B - Module II Assessment Methods: One state-mandated POST written exam, eight academy constructed learning domain subject written exams, six firearms qualification tests, five Arrest and Control skills tests.

AJ 95A & AJ 95B - Module I SLOs: Students will be able to demonstrate an adequate knowledge of criminal law, investigations, and physical fitness training. They will also need to demonstrate knowledge/proficiency with a firearm, emergency management and how to handle unusual occurrences and emergency management situations related to anti-terrorism or natural disasters, criminal investigations, crimes in progress, scenario-based practical application situational control/awareness, patrol techniques, traffic enforcement, and traffic collision investigations for sworn law enforcement and Level I Reserve Officers in the State of California as defined by California Peace Officer Standards and Training (POST).

These skills are assessed through Academy-developed and POST-constructed written examinations, and manipulative skills tests. 100% of the students who successfully complete the course have met this objective.

AJ 95A & 95B - Module I Assessment Methods: One state-mandated POST written exam, ten academy constructed learning domain subject written exams, one Report Writing written test, two firearms qualification tests, twenty-three Arrest and Control skills tests, seven Emergency Vehicle Operations Course driving tests, one Physical Fitness Work Sample Test Battery test, and fourteen scenario tests.

The Program (SLOs) reference the major areas of training within police academy training for each module. Each subject taught within the program (there are over 40 separate subjects) has an average of 10-15 learning objectives for each subject as outlined by POST. These learning objectives (over 400 total) are the basis for the development of the Student Learning Outcomes (SLOs) for each Module course.

When students successfully complete the course and meet the Student Learning Outcomes (SLOs), they are meeting or exceeding the state required standards to be certified as a peace officer in California. The (POST) standard depicts that students must have an overall score of 80% to pass the course. This assessment method is consistent with the standards set forth by the state and does not need to be changed.

Areas where students struggle vary by student, due to academic, physical, or time management challenges. The academy faculty and staff are regularly assessing student standings and working with students to identify areas where improvement is needed to meet standards and (SLOs).

Student evaluations, testing scores, skills testing and compliance with regulations, are incorporated into these assessments and students are given feedback and recommended resources to ensure success. The faculty and staff are constantly evaluating training practices to incorporate tools that will assist in ensuring the highest success rate for all students.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

The State of California Peace Officer Standards and Training (POST) legislative mandated requirements ensure the student has the professional knowledge, skills and competencies, that must be performed via academic and scenario testing standards to graduate and achieve a Basic Course certificate. The (POST) minimum required hours for the Basic Police Academy is 664. The Palomar College Police Academy program is 1,159 hours, which provides additional training above the minimum requirements in most subject matters, as well as additional courses that exceed the (POST) requirements.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The police academy is scheduled in 3 module segments in a required succession (Module 3, 2, 1), in an effort to successfully move forward throughout the program.

The first session that must be completed is Module III, which always starts in January and concludes in March. The next phase is Module II, which starts in March and concludes in June. The final phase is Module I, which starts in June and concludes in December.

To become a full-time sworn peace officer in the State of California, all 3 modules need to be completed to earn a Basic Course Certificate of completion from the State of California Peace Officer Standards and Training (POST).

Completion of Module III or Module II, qualifies the student to be hired as a reserve officer. If a student completes any given module and is unable to move forward to the next phase, the student can return the following year to complete any remaining modules that were not completed. It is a state mandate that modules must be completed in a specific order.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

Communication is ongoing with other departments, however, the police academy is specific to the given curriculum that is mandated by the State of California Peace Officer Standards and Training (POST).

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	The Palomar College Police Academy has a diverse and highly qualified pool of instructors that are active law enforcement officers’ who ensure the training delivered exceeds the (POST) minimum standards. The current academy administration has a positive, collaborative relationship with the Peace Officer Standards and Training (POST), college administration and other law enforcement allied agencies.
Weaknesses:	The police academy needs to develop a formal marketing plan to include student outreach. (POST) has criticized the current training facilities as not being adequate for optimum training.
Opportunities:	Develop a Regional Public Safety Training Center at Palomar’s North Center Campus to include the aspects of facilities that are lacking at the Santar facility which includes locker room/showers, gym facilities, larger classrooms, locked storage/armory, shooting range, and secure scenario training facilities. Develop a larger instructional pool of subject matter experts to deliver agency-based Advanced Officer Training (AOT) courses.
Threats:	Lack of funding to build appropriate facility within the timeframe needed before the next Peace Officer

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	Standards and Training Basic Course Certification Review (BCCR) in summer 2019, or to be able to hire adequate instructors.
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SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Increase enrollment for each module of the police academy.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Create a regional public safety training center (police/fire) at the newly developed North Center in Fallbrook.
Strategies for implementation	Currently assigned to a committee to build/develop a public safety training facility. Tour other regional public safety academies throughout the state in an effort to obtain lessons learned in their development and creation.
Timeline for implementation	Summer 2018 - Fall 2019.
Outcome(s) expected (qualitative/quantitative)	Build FTES in public safety programs/CTE.
Goal #2	
Program or discipline goal	Create Advanced Officer Training (AOT) programs.
Strategies for implementation	Work with law enforcement agencies throughout San Diego County and identify their wants and needs of training.
Timeline for implementation	January 2018 - January 2019.
Outcome(s) expected (qualitative/quantitative)	Implement credit/non-credit courses that can be offered to include classes that range from 8 hours of training to 40 hours of training, depending on the type of mandated peace officer requirement.
Goal #3	
Program or discipline goal	Create a comprehensive marketing plan.
Strategies for implementation	Work with the Public Affairs Office, allied agencies and other regional academies.
Timeline for implementation	January 2018 - January 2019
Outcome(s) expected (qualitative/quantitative)	Increased enrollment and agency awareness regarding the police academy

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	program.
Goal #4	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline’s mission statement?
The Palomar College Police Academy goals are aligned with the highest quality of education and training available to future students and current peace officers.

4. How do your goals align with the College’s Strategic Plan Goals?
Increase in student enrollment and ensure the highest quality of instruction provided to our students.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Wayne Hooper
Date	11/08/17

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	Margie Fritch
Date	November 17, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Under new leadership of an academic administrator, the Police Academy has the type of leadership needed to address the needs of the students in the academy and the agencies relying on the academy to produce graduates and to conduct Advanced Officer Training to currently employed peace officers.

2. Areas of Concern, if any:

Availability of the appropriate resources to run the academy.

3. Recommendations for improvement:

Additional resource allocation for “other operating services” so the academy has the funding needed to properly train students.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s) José Briceño, Katy Farrell

Date December 13, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Clearly a demand in growth and replacement.

2. Areas of Concern, if any:

Needs a proper facility to meet the demands of the program.

3. Recommendations for improvement:

Include actual numbers and/or changes to support statements.
 Limited information due to combined courses with AJ.
 Address the performance gap. Implement a strategy to collect and report race/ethnicity data as the institution is committed to addressing performance gaps.

4. Recommended Next Steps:

Proceed as Planned on Program Review Schedule

Repeat Comprehensive Review

Reviewed by: Vice President

Reviewer(s) Jack S. Kahn, Ph.D.

Date 1/18/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Enrollment section is really well done with a great explanation but please include raw data in the future (actual numbers)
2. Same issue for fill rates and wsch/ftcf
3. Same basically throughout the report
4. LMI data is well presented as is curriculum scheduling – well done
5. SWOT is a good summary also
6. Goals make good sense given long and short term plans

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2. Areas of Concern, if any:

- a. SLO section needs revamping- needs to discuss actual SLOs and data
- b. See above for missing data- it's a great succinct report but is missing the raw data- I'd like to see that included

3. Recommendations for improvement:

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review- Just to include the actual data

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.