

Status: **Reviewed**

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Public Safety Programs

Discipline Name
Administration of Justice (AJ)

Department Chair Name
Ed Sprague

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/aj/>

Discipline Mission statement

The program mission is to provide an engaging learning environment for students of diverse origins and needs in the field of Administration of Justice. To provide career and technical training in the area of criminal justice and create knowledge which will benefit the student in career opportunities and provide potential employers with more prepared job candidates.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

AS General
AS Law Enforcement
AS Homeland Security
AS Investigations
AS-T Transfer Major

Please list the names and positions of everyone who helped to complete this document.

Dr. Morgan Peterson
Prof. Kevin Barrett
Adjunct Prof. Jack Hook

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

2

Full-time Faculty (FTEF)

13.6

Part-time faculty (FTEF)

8

Classified and other permanent staff positions that support this discipline

ADA Shared 25%

Additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Very well. The faculty and staff of the AJ Program take the creation, use and analysis of Student Learning Outcomes seriously. The AJ Program has completed at least two SLO's for each course as required. The SLO's serve as an extension to achieving our mission of creating an engaging teaching and learning environment, which results in student learning for success.

How do they align with employer and transfer expectations?

This aligns with the college's and transfer expectations. All AJ classes are identified in the college catalog as transferable to all California State Universities (CSU). AJ faculty continually encourage students to transfer their units to a CSU and continue their education in obtaining a bachelor's degree. Faculty continue to highlight employment opportunities for students at the federal, state & local levels of the criminal justice system.

Describe your program's plan for assessing program learning outcomes.

The AJ faculty & staff take very seriously the Program Learning Outcomes (PLO) as well as the Student Learning Outcomes (SLO) as listed for courses in TracDat. The PLO & SLOs were designed by AJ staff to determine the rate of success of students in the AJ program. Both PLOs & SLOs are reviewed at least once per semester to determine their effectiveness for the program and the student. When a PLO or SLO is determined to be deficient, the outcome will be changed. At the present time the outcomes have been reviewed by the AJ staff this semester and found to be adequate. The outcomes have determined that students are very successful in courses in the program.

Summarize the major findings of your program outcomes assessments.

The AJ SLO's have been very effective. These SLO's are written with the expectation that 70% of the students will meet the SLO's in their class. Students have far exceeded those expectations. Those rates are between 85 % and 95 % depending on the course. This indicates that our teaching methodology and assessment methods are effective and require no changes at this time. If at anytime the PLO or SLO successes decrease, an outcomes assessment will be initiated to determine the reason for the decrease and what changes need to be completed.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

The assessment of online and remote courses. We are working on new SLO's that take into consideration, because of COVID-19, and the possibility that more online/remote classes will be a future consideration, even after the virus is over. This is the first semester where all AJ classes are offered online only. An analysis of the SLOs and student success will be conducted at the end of the fall 2020 semester to identify and changes needed.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The Administration of Justice Program offers two courses required for an associates degree that meet the GE/ILO requirements. These courses are required for an Associates Degree in Administration of Justice and serve GE requirements.

AJ-100 Introduction to Administration of Justice supports the GE/ILO of the Social & Behavioral Sciences requirement.

AJ-103 Community Relations supports the GE/ILO of the Multicultural Requirement

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Two AJ courses listed in the above section support two GE/ILOs required for an associates degree. At this time in society with the increased negative press and opinion of the police and criminal justice system, it is important that the AJ program highlight the need for further education on community relations, ethnic relations as well as possible solutions to these societal issues. The AJ-100 Introduction to Administration of Justice introduces the student to the need to study social and behaviors of people the police may come into contact with. AJ-103 Community Relations introduces the student to issues between the police and the community regarding community relations and ethnic relations. Both of these classes meet the GE/ILO requirements. A third AJ course (AJ-106) Police Ethics should be considered as a course that would meet the two GE/ILOs listed in the above section.

PROGRAM COMPLETIONS

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

50

Why did you choose this standard?

The education standards for entry level occupations in the field of criminal justice, require two years of college (60 units) in an area that is pertinent to the career. A degree is preferred. The Transfer Major Option will provide a career option, down the road of a supervisory position. Many studies have shown the more educated the individual, the better the job performance.

What is your Stretch goal for program completion?

60

How did you decide upon your stretch goal?

Our students have many career options, literally hundreds, in areas of law enforcement, courts, corrections, security, forensics, criminalists, probation/parole and many sub-sections of each career choice. There has been a slight drop in the interest in policing, but some of the other areas in criminal justice continue to be a viable career for our students.

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2019-20 Completions for AS/AS-T Degree 69

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

We have excellent enrollment numbers and they have been for a long time. COVID-19 hasn't affected these numbers, even though the classes have moved online. The increased completion rate is because of the increased enrollment despite cutting of class sections over the years. The trend will be unlikely to continue into the Spring 2021 semester, with four additional sections being cut. This will impact the so called "pathway" to a degree, leaving students unable to finish their degrees in a reasonable time frame.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Stayed the same

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

Fall 2020 751 WSCH/FTEF 88.4 Fill-Rate FTES 91.98

Although meeting the college efficiency goals, the trend has decreased due to the cutting of classes for AJ students, each semester.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

Our faculty has stepped up recruitment efforts for AJ, and added students beyond enrollment caps, to assure students get the classes they need. It has become more difficult with the cutting of AJ sections.

How have these factors presented challenges for your program(s)?

The constant cutting of full enrollment classes impacting AJ Majors is extremely difficult to deal with, because of financial issues and the negative political stand of the administration, has taken is a large challenge for the AJ program. It seems that at least the law enforcement part the the criminal justice system is under attack. We need support from the college, to maintain our high graduation rate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

It is the College's institutional Standard and we concur.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The program success rate for the past six years has been: 80%; 81%; 80%; 81%; 77% and 82%. Yes, it has been a very consistent success rate.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

By ensuring the students receive a stable learning environment provided with experienced instructors, course preparation, support to achieve a level success in the AJ Program.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The program retention rate over the past six years has been: 94.7%; 94.1%; 94.7%; 94.3%; 95.1% and 96.3%. Yes, it has been a very consistent success rate.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

So far, it can not be determined, as the last half of Spring '20 were the first time classes went online. After Fall'20, a better picture will be apparent.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

The AJ department staff take very seriously the learning outcomes for each course within the AJ program. The senior AJ professor coordinates the course assessment across all sections and over time. The course assessments and outcomes are reviewed once per semester by an AJ staff member to determine if the courses are achieving their expected outcomes. If it is determined that a course is not meeting its stated outcome, analysis will be conducted to determine why and what needs to be done as corrective action. In past years, students have achieved the minimum 70% success rate. The majority of students and classes are achieving a 80% or higher success rate.

How have you improved course-level assessment methods since the last PRP?

The faculty and staff of the AJ program take the creation, use and analysis of Student Learning Outcomes seriously. The AJ Program has completed a second SLO for each course as required. The SLO's serve as an extension to achieving our mission of creating an engaging teaching and learning environment, which results in student learning for success.

Summarize the major findings of your course outcomes assessments.

The AJ SLO's have been very effective. The SLO's are written with expectation that 70% of the students will meet the SLO's in their class. Students have far exceeded those expectations. Those rates are between 80%-95% depending on the course. This indicates that our teaching methodology and assessment methods are effective and require no changes at this time.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

During the fall 2020 semester all AJ courses were offered and conducted online as distance education due to the COVID-19 pandemic and Palomar College closing for health and safety reasons. AJ instructors teaching courses online have the choice of conducting their classes synchronous, asynchronous or a blended model of both. Due to this being the first semester for all distance education in the AJ program we will be able to identify student learning issues and possible solutions after the semester has ended. It may take several semesters of distance education to identify particular student learning issues and tailor future SLOs to address the issue.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

As stated above, this is the first semester that all AJ courses are offered and completed as distance education. It will take several semesters to identify improvements needed in courses and develop SLOs to address these needed improvements. The AJ staff will continue to monitor the success rate of students during this distance education experience and identify any changes that may need to be rectify the issue.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The AJ program has worked with the college's guided pathway personnel in establishing a pathway for student success. Student success is measured by (1) AJ associate degrees earned as well as (2) the number of students transferring to a four-year university or college. Student success could be measured by (3) the number of AJ students who go on to obtain a position in the criminal justice system. There isn't a procedure in place at this time to track #2 & 3. A number of students have complained about not having the ability to complete their pathways due to canceled courses needed for graduation or transfer. This due to courses being canceled due to budget concerns.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

How do you work with other departments that require your course(s) for program completion?**Does your discipline offer cross-listed courses?**

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Reduction in class sections, impeding the "pathways" for students to complete their degrees in a timely fashion,

Are there courses that should be added or removed from your program - please explain?

There are a couple of classes: AJ 115; AJ 211 that should be removed.

AJ 115- Patrol Procedures is given in the police academy, for police recruits. It is not needed for Civilians.

AJ 211- Fingerprinting, is a specialization that has gone digital, and equipment is far to expensive, in the college's financial situation.

How is the potential need for program/course deactivation addressed by the department?

The full-time and adjunct faculty are working with curriculum to deactivate these courses.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Field Study Courses for hands on experience, as we used to have for our students.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Face to face is by far the best way to teach classes in Administration/Criminal Justice. Since COVID-19 moved the classes online both students and faculty have missed the classroom. However, there is a segment of students (military, parents, working students) that benefit from having online courses.

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Careers available in state and local areas are police officer, sheriffs deputy, and the California Highway Patrol, Federal positions are the Border Patrol and Homeland Security, FBI, DEA, Secret Service, Federal Marshalls, Uniformed Secret Service, National Park Police, ATF & E, Customs Service.

As a result of the legalization of Marijuana the state is forming a Marijuana Investigation Bureau, there is also the State Lottery Investigation unit, and numerous other private and public investigation opportunities.

There are other opportunities that are available for people who complete our programs in private security and investigations, as well as in the administration of justice arena, The court room work group comes to mind there are administrative and clerical openings as well as custodial positions.

In the last year alone recruiters have visited our classes from the San Francisco Police Department, The Dallas Texas Police Department, The Border Patrol and in one group of (Peterson) classes the San Diego District Attorneys his in the process of creating a career day for all of the classes in the Administration of Justice Program.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Communications, both written and verbal is one of the most necessary skills needed in an administrative of justice career. Professionals in the administration of justice field are constantly writing reports and talking to victims, suspects, and folks from all walks of life as a result they need to have outstanding communications skills.

Knowledge of the diverse population that they serve is also an important. People who work in law enforcement come into daily contact with people of different races, ethnicities, religions, life styles, ages, and other societal differences. These contacts are usually at a time of stress.

Law Enforcement practitioners also must learn to control their emotions and hone their cognitive processes in order to be successful in controlling behavior of people who are highly emotional and behaving contrary to laws and civility.

How does your program help students build these KSA's?

AJ incorporates into the curriculum current events and the issues that are important to the criminal justice system. The use of scenarios in class discussions, written projects and role playing are important tools in the communication skills needed by todays law enforcement and other jobs within the criminal justice system. These discussions and role play are centered around the best ways to deal with diverse populations.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We have an Internship requirement for our AS Degrees. We offer this internship through Cooperative Education (CE 100). We have many contacts within the criminal justice agencies, that provide these internships to our students. These contacts include law enforcement, courts, corrections, probation (both juvenile and adult), parole, crime labs, security, law offices, DA and Public Defender Investigative Units.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Each internship involves the various career opportunities with that particular agency. The student gets the hands on experience to further evaluate the possibilities for employment, and whether they are suited for that particular occupation.

How do you engage with the community to keep them apprised of opportunities in your program?

Outreach. Contacting these agencies in person, to determine if they want to participate in our program. Also, exactly what kind of internship will be offered to our students. This is an ongoing process every semester. We also have dual enrollment classes and have AJ programs in our local high schools. We are part of student recruitment programs of the universities in the area.

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

This is hard to quantify due the COVID-19 situation. Most of the the agencies, the private sector jobs are in a job freeze, until this Virus issue is resolved. Therefore, the outlook for occupation growth is at best "average".

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

See the above internship information. We refer students to people working within the CJ system, for private meetings to evaluate that particular career goal. These referrals are done in addition to actual internships/work experience. Career counseling is done by both full time and adjunct faculty.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Because of COVID-19 we haven't had a meeting this year. Although, earlier this year we had a staff meeting with most of our adjuncts and full time faculty. This meeting was attended by representatives of the Escondido Police Department Military CID Officer, and Camp Pendleton PD. We were able to gather information that related to the needs of those agencies. However, due to the cutting back of AJ classes, it is not feasible at this time.

What are the San Diego County/Imperial County Job Openings?

There will be an average amount of job opportunities for law enforcement, dispatchers, Gaming Investigators, Transit Police. Less likely or below average career opportunities in federal agencies, corrections, probation and parole. Criminalistics jobs will remain average for hiring new employees. Again, COVID-19 is dragging these careers at this point in time.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Marketing and Recruitment

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Community Outreach. Networking with various agencies to assess their needs from our AJ program. Supply the criteria that will enhance students chances of being a viable job applicant for that particular agency. These agencies provide guest speakers for our classes and develop a positive rapport with AJ students. By having our professors speak to community groups American Legion and Rotary Clubs. AJ also has classes in the local High Schools.

Outcome(s) expected (qualitative/quantitative)

Representation of our AJ programs in various areas by community outreach with special attention to diverse populations.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with in all applications as noted.

Expected Goal Completion Date

12/31/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

Stop cutting our class sections!

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

kbarrett@palomar.edu

Review

Chair Review

Chair Comments

Chair Name

Chair Sign Date

Dean Review

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

Enrollments are good.

On the Basic Information page it states there are 2 FT faculty which is correct. However it states there is 13.6 FTEF and 8 PT FTEF. This needs to be corrected.

Areas of Concern, if any:

PRP is not complete in the following areas:

Curriculum page there are 4 questions that need a response.

Labor Market page there are 3 questions that need a response.

Resources page I had to check the confirm box to get this the review page. An email address needs to be added.

Recommendations for improvement:

Complete the PRP and include more than 1 goal.

Dean Name

Margie Fritch

Dean Sign Date

11/5/2020

IPC Review**Strengths and successes of the discipline as evidenced by the data and analysis:**

- Strong number of completions, especially in the transfer degree.
- Very good success and retention rates, especially among veterans and minority students.
- Program identifies the need to address broader concerns in the field of criminal justice—community relations, racially motivated violence, ethics in policing.

Areas of Concern, if any:

- Missing information as noted by Dean Fritch.

Recommendations for improvement:

- The mission statement should be more specific to AJ, giving a better idea of the AJ discipline, who it serves, and what it provides.

Helpful tips for writing a strong mission statement here:

https://docs.google.com/presentation/d/1E_boULUoF_W9HasTdd7eSA1KLULT4kjlgdHB9wKRwSQ/edit#slide=id.p13

- FTEF is not correct: 2 FT; 3.87 PT/OVL
- Stretch goal for program completions should be higher than existing numbers. There have been at least 60 completions each year for the last 4 years and 69 last year.
- Efficiency trend analysis is unclear. Please re-review the numbers and provide updated analysis.
- Course success stretch goal could be higher (since it has been at 80% or higher for the last 6 years).
- Include additional goal(s).
- The results of advisory meetings were not mentioned in the curriculum section; further explanation is warranted.
- The document itself would benefit from a careful proofread to eliminate mechanical errors and repetitive information.
- Question: has there been discussion of an SDSU microsite? If so, consider including details in PRP.

IPC Reviewer(s)

Nancy Browne, Cindy Anfinson, Rocco Versaci, Justin Smiley, Jennifer Backman

IPC Review Date

11/30/2020

Vice President Review**Strengths and successes of the discipline as evidenced by the data and analysis:**

Current SLOs show strong success rates; increased program completions; strong persistence rates;

Areas of Concern, if any:

does not clearly answer question re: how PLOs communicate scope and depth of degrees offered; does not speak to improvement of course-level assessment methods; perception that AJ program, law enforcement of criminal justice system is under attack by administration; no answers for the following: How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

How do you work with other departments that require your course(s) for program completion?

Face-by-face is the best way to teach in AJ -- why? based on what evidence? (It may be true, but it's not clear why you think so.)

lack of advisory meetings this year

no discussion of SDSU Microsite at RBEC, which is scheduled to begin Fall 2021 -- certain to have positive impact on AJ students

Recommendations for improvement:

2 SLOs is a minimum requirement; continue to add to this so that they do reflect the depth and breadth of learning; be intentional about improvement of course-level assessment methods; faculty highlight employment opportunities --> be sure to engage more fully with Career Continuum so that students are linked more consistently with internships and businesses in a timely manner; review enrollments and scheduling (including different modalities and tracks and locations) with dean so that there is a better understanding of scheduling; work with Career Continuum for internships (ref: desire for hands-on experience). Rather than having faculty outreach to agencies in community in isolation from the college (if that's the case), work with dean and Career Continuum to integrate such outreach into our annual calendar.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020