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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
Police Academy

Department Chair Name
Ed Sprague

Division Name
Career, Technical and Extended Education

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

Discipline Mission statement

The primary mission of Palomar College Police Academy is to provide each student/recruit the best education, training, and instruction available to become a law enforcement officer in the State of California. Additionally, we provide current and experienced law enforcement officers advanced officer training to enhance their knowledge and skills. This is accomplished in a motivated educational environment complimented by experienced instructors dedicated to their profession. Furthermore, to develop and maintain strong law enforcement training partnerships with our criminal justice communities and partner agencies.

(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)?
No

List all degrees and certificates offered within this discipline.

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

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

Michael G. Andrews, Director

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)

Full-time Faculty (FTEF)

Part-time faculty (FTEF)

Classified and other permanent staff positions that support this discipline

Director (1.0 FTE), Coordinator (1.0 FTE)

Additional hourly staff that support this discipline and/or department

33 short-term employees (varies based on instruction of course curriculum).

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?

The academy program is designed as a year-long program consisting of three individual modules of training. Each module strictly conforms to the Commission on Peace Officer Standards and Training (POST) legislative mandates and regulations. Successful completion of all three modules entitles the student/recruit to receive from POST state certification for an entry level law enforcement position with an accredited agency.

How do they align with employer and transfer expectations?

Successful program certification allows the student/recruit employment opportunities as entry level law enforcement officers with an accredited state law enforcement employer.

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

Each modular format is monitored and evaluated by three independent sources (Instructor, Academy Staff, and the Commission on Peace Officer Standards and Training) to determine success or remediation of our program presentation. These evaluations determine the student learning capability, retention of mandated course curriculum, and overall success of the student/recruit demonstrating written, verbal and physical skills.

Summarize the major findings of your program outcomes assessments.

The program outcome assessments as outlined in the most current Program Review and Planning for 2020-2021, maintain target as described and as follows:

1. Course content and curriculum as mandated by the Commission on Peace Officer Standards and Training (POST) is strictly followed, and revised when directed.
2. Our marketing and recruitment program continues to develop as an effective tool to amplify public outreach and to increase course enrollment capacity.
3. Implementation of an Advanced Officer Training component into our academy presentations will enhance and expand new training opportunities for local law enforcement partnerships.
4. Develop a pre-academy program for students/recruits with educational and physical fitness requirements to better prepare for entry-level academy acceptance.

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?

Having the student/recruit develop and demonstrate commitment and determination skills necessary for the rigors of the year-long academy program.

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 academy program's intensive course instruction (Learning Domains) includes and focuses on verbal communication, cultural diversity, report writing, problem solving and cognitive skills training. All these areas attribute to the general education requirements of communication, computation, creative, critical and analytical thinking, and community, multicultural/global consciousness and responsibility.

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

The academy learning domains focus and educate to verbal communication, cultural diversity, report writing, problem solving and various cognitive skills.

PROGRAM COMPLETIONS

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.

Each Modular format presents eligibility for certification upon successful completion of the program. In 2020, Modular III presented twenty-five students/recruits, Modular II presented twenty students/recruits, and Modular I (currently in session) is presenting 18 students/recruits.

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

Increased

What factors have influenced your completion trends?

The academy modular format (III, II and I), is designed and intended for students who must maintain employment and focus on education in the evening hours. Our format accomplishes this goal allowing the student/recruit to work in the daytime hours, and attend the academy in the evening and weekends. Furthermore, our cadre of qualified and experienced faculty, staff and training officers directly attribute to the student/recruit's success. Additionally, the demand in California for qualified law enforcement officers continues to increase, and our former graduates of the program have attained gainful employment with local agencies and other police departments from Riverside, Escondido, San Diego, Palomar, and the Riverside County Sheriff's Department. Our academy's success rate continues to attract greater enrollment from local communities, military personnel, and others looking to establish a law enforcement career.

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?

1

Why did you choose this standard?

The academy program format is designed in three modules encompassing a year-long process.

What is your Stretch goal for program completion?

35

How did you decide upon your stretch goal?

Greater marketing, communication and recruitment in 2020 increased application and enrollment.

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?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

Yes, law enforcement employment opportunities in Southern California have been on the rise since 2014.

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)?

Yes

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

Overall assessment and evaluation of students/recruits in current and future generations pose continual improvements and revisions in program development.

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?

85.0%

Why did you choose this standard?

The academy program factors are based on the Commission on Peace Officer Standards and Training (POST) who mandates the curriculum regulates adherence to course content and testing success factors. However, an accumulative total of the combined Modular formats for 2020, demonstrate a success course rate proposed at 85%. This based on the number of students that entered Modular III and continued to completion of graduation in Modular I.

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

Increased

Was this expected? Please explain.

Yes, the academy program is recovering from a suspension from our accrediting agency (POST) in 2016-2017. Immediate changes to the program by Palomar College attributed to a redesign and revised presentation of the academy program since 2018. These efforts have resulted in conformity and state-wide recognition by our accrediting agency in becoming a leader in Regular Basic Academy training.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

By continuing to provide quality education and training to the students/recruits with experienced staff, training officers, and exceptional faculty. Furthermore, by providing and delivering superior course content, direct assistance and mentoring to ensure student/recruit success.

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

Increased

Was this expected? Please explain.

Yes. focus on the quality of staff, faculty and program presentation.

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

Gender

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Pre-academy program to assist female applicants in strength conditioning to meet minimum standards for academy acceptance.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

A stronger focus on community outreach to educate and recruit applicants of diverse backgrounds for law enforcement careers.

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.

Not permissible by accrediting agency.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?

Staff, faculty and student evaluations are completed after each Learning Domain (currently 48 L.D's) is presented. Evaluations consist of staff and instructor knowledge, presentation and course content. Experience and education is a primary factor to academy appointment and participation.

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?

The need for readiness and preparation for students/recruits before enrollment in our academy program.

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?

The academy now offers a more effective and qualified cadre of faculty and training officers.

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

The academy program is presented in three separate modules over a period of one year. At the completion of each module an evaluation and assessment is completed by the Director, Coordinator, a faculty member and a recruit training officer to ensure program integrity, course presentation and certification review. At the end of the three presentations a comprehensive evaluation is completed of the entire course presentation.

Summarize the major findings of your course outcomes assessments.

There was need to reassess and evaluate faculty and subject matter experts in three of the learning domains. A need for current and experienced faculty prompted change and/or opportunity for advanced instructional training.

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 academy program provides the student/recruit a certification of completion and state certification to employ as a law enforcement officer in the State of California. Furthermore, it provides course accreditation for a pathway to a degree or transfer in higher education.

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?

The academy program is structured in accordance to our accrediting agency the Commission on Peace Officer Standards and Training (POST). The student/recruit follows the enrollment and course presentation as formatted to successfully achieve certification and prepare for employment.

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.

The academy is presented in an evening format consisting of Tuesday through Thursday (5:00 pm - 10:30 pm) and Saturday (7:30 am - 4:30 pm). There is no deviation from the schedule unless absolute necessity dictates change. The academy presentation must follow POST mandated requirements for instruction.

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

NA

Does your discipline offer cross-listed courses?

No

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

No

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

NO, POST mandates curriculum.

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

NA

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

No

Are there areas you would like to expand?

Not at this current time.

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

Is your department offering online classes?

No

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

On-line instruction is not permissible by our accrediting agency (POST).

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

Review and evaluation of comparable state-wide academies (College programs). Legislative mandates impacting our course presentation, and law enforcement employment projections published by state and federal institutions.

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.

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?

Local, county, and state law enforcement employment (police, sheriff, district attorney, and probation).

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

Knowledge of all municipal, county, state and federal laws. Active listening, critical thinking, speaking effectively, no prejudices or bias. Good communication, deductive reasoning, and problem solving skills and abilities.

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

Presentation of a comprehensive and complete training program to include, instruction, skills testing and practical application.

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?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

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

Marketing, communication and outreach (military, high schools, workshops, city council meetings, community organizations and various other labor organizations).

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

Recruitment, Advertisement & Marketing

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

A key component to the Police Academy enrollment and success is to have a structured and established marketing and recruitment program, and to ensure the outreach is effective in local communities in San Diego and Riversdie and Imperial Counties.

Outcome(s) expected (qualitative/quantitative)

Academy staff to openly address and represent the program in diverse communities, military installations, and continuing education institutions. A formal and structured marketing plan will be developed and disseminated accordingly and followed for optimum success in recruitment and retention. Efforts are ongoing to reach perspective recruits through print and electronic media outlets. Secondary efforts will be job fairs, high school and military presentations.

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

This specific goal aligns with narrative and application in all areas as noted.

Expected Goal Completion Date

12/31/2021

Goal 2

Brief Description

Delivery of Advanced Officer Training (AOT) Courses

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Develop instruction (Perishable Skills Training) in accordance to our accrediting agency's mandates and regulations as defined in state legislation. Deliver the course content to law enforcement agencies in San Diego County.

Outcome(s) expected (qualitative/quantitative)

Increase enrollment, provide certification, and generate revenue.

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

This specific goal aligns with narrative and application in all areas as noted.

Expected Goal Completion Date

3/1/2021

Goal 3**Brief Description**

Develop and present a POST re-certification course

Is this a new or existing goal?

New

How will you complete this goal?

Recently the academy was chosen by POST to develop and present instruction for a re-certification course for the Regular Basic Academy.

Outcome(s) expected (qualitative/quantitative)

Using POST regulations and established learning domains, develop and present a 40-hour recertification course for law enforcement officers in the state (Focus on Southern California).

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

This specific goal aligns with narrative and application in all areas as noted, and conforms to POST standards and regulations.

Expected Goal Completion Date

6/30/2021

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?

No

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.

mandrews@palomar.edu

Review

Chair Review

Chair Comments

- 1) In the Basic Information section (pg1) there is a question asking for a TOP code as a vocational CTE. The answer on the form is no, but there is a TOP code 05.50. Does this matter?
- 2) Under the program section there is a question: "What is your program standard for program completion?" The answer in the space is 1. Is this indicating the the program standard is to graduate one student per year? I might be misunderstanding the info.
- I support this very valuable program and hope it receives all the support from Palomar that it needs to be successful. Locally trained law enforcement professionals are vitally needed in our communities.
- 3) Need to add .25% of a FTE for the shared ADA for public safety.

Chair Name

Ed Sprague

Chair Sign Date

11/1/2020

Dean Review

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

I agree with the Chair's comments above. It needs a vocational TOP code answer of "yes". Also need to amend the PT faculty to show the FTEF amount since the entire academy is taught by adjunct faculty. Program completions need to be a percentage not a number which is what is stated in the chair's comments. Stretch goal needs to be a percentage as well. I would also suggest that the WBL box be checked yes as you run real world scenarios for students which is similar to simulations of what they will find out in the field. This is WBL.

Areas of Concern, if any:

Lack of administrative/ADA support.

Recommendations for improvement:

Dean Name

Margie Fritch

Dean Sign Date

11/3/2020

IPC Review

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

The Police Academy seems to be recovering well after a suspension in 2016-17.

The program format during the evenings is an effective way to meet the needs of students who work.

The program engages various community groups.

Areas of Concern, if any:

As the ADA is shared among four other programs, Police Academy should make a formal request for support here

Recommendations for improvement:

Actual numbers should be used for enrollment/efficiency trends, and these should be available on the dashboard.

In alignment with campus-wide antiracism efforts, more attention should be paid in both the mission statement and program outcomes to these issues, and in particular, to the following call to action item "Improve and include race-conscious and race-based training for current Palomar police department officers and students in public safety programs."

Related to the above recommendation, some reflection & solutions should be added to the gender and ethnic disparities in both success and retention.

The number of actual completions per year should be updated and clarified by again making use of the information available on the dashboard.

Consider other work-based learning opportunities that may be included.

IPC Reviewer(s)

Anfinson, Backman, Browne, Smiley, Versaci

IPC Review Date

11/30/2020

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

increased completions

Areas of Concern, if any:

Consistent with those noted in chair, dean, and IPC review above.

Recommendations for improvement:

Please revisit the form to complete as noted above. Also, complete Program Info Summary analysis. My recommendations are consistent with those listed above in others' review comments. We'll want the Police Academy connected to WBL and Career Continuum.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020