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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Public Safety Programs

Department Chair Name

Ed Sprague

Discipline Name

Administration of Justice (AJ)

Department Chair email

esprague@palomar.edu

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

Dr. Morgan Peterson, Professor

Mr. Jack Hook, Adjunct Professor

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)?

No

List all degrees and certificates offered within this discipline.

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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

List the classified and other permanent staff positions that support this discipline.

ADA shared 25%

List additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degree Certificates

2015-16 40 2

2016-17 60 1

2017-18 66 6

2018-19 62 9

2019-20 69 19

2020-21 72 -

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 2022 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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

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. Palomar College participates in a program where area high school students can receive college credit for AJ courses taken in high school.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 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.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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.

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. The majority of police/sheriff's academies have a past/fail of 80% for all exams and practical exercises. Palomar students get use to completing their assignments and exams at the 80% or higher level. This gives the student experience on what is expected of them in a law enforcement training academy.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

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.

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.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

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.

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? If so, how would the new or emerging careers impact your future planning?

Careers available in the criminal justice system

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.

Marijuana & State Lottery Investigation units.

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.

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 today's 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

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.

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.](#)

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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

12/30/2022

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?

Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant professor.

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

At one time we had three full time faculty and now we are down to one. The one professor left may retire soon and it is imperative we hire at least one new full time professor.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

No

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

The discipline is very productive and efficient given what we have to work with. There is no doubt this discipline is no seen as very important to the college.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

mpeterson@palomar.edu