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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
Police Academy

Department Chair email
esprague@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Michael G. Andrews, Director
Juliette Barnes, Coordinator

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

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

(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.
Certificate of achievement from Palomar College.

BASIC PROGRAM NFORMATION: 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)?
0

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
0

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
20

List the classified and other permanent staff positions that support this discipline.
Director (1.0 FTE), Coordinator (1.0 FTE)

List additional hourly staff that support this discipline and/or department
47 short-term employees (varies based on instruction of course curriculum).

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?
Exceptionally well. The police academy program is built upon a one-year platform of three modular
formats (III, II and I), of which have predetermined student learning outcomes as set by the Commission on
Peace Officer Standards and Training (POST), the regulatory agency for all police academies in the State
of California. Upon successful completion of the three modular formats, the student receives certification
from POST allowing employers to hire the candidates as sworn peace officers throughout the State of California.

How do they align with employer and transfer expectations?
The expectations from employers are aligned very well based upon successful completion of the three courses and obtaining state certification to enter law enforcement.

As for transfer, it is the purpose of the modular academy structure to allow the student an easy transition in obtaining an Administration of Justice degree after completion of general education requirements.

Describe your program's plan for assessing program learning outcomes.
Each modular format is monitored closely and evaluated by three independent sources (Instructor, Academy, and POST) to determine success or remediation of program presentation. These evaluations determine the student learning capability, retention of mandated course curriculum, and overall success of the student demonstrating by scenario application written, verbal and physical skills.

Summarize the major findings of your program outcomes assessments.
Based upon the evaluation period for 2021, the three programs consisting of Modular III, Modular II, and Modular I, continue to achieve increasing success in enrollment and completion to graduation.

In December 2021, a more detailed analysis specific to the success rate of the Modular formats as presented by the College can be prepared and presented. This analysis will determine many factors to include student enrollment by classification, achievement scores, problematic areas of participation and conclusions for the betterment of the overall program.

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.
2015-2016 = 2 2016-2017 = 1 2017-2018 = 6 2018-2019 =9 2019-2020 =19

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

What factors have influenced your completion trends?
Transition to state regulatory requirements, revised curriculum, and implementation of relevant and/or certified faculty and staff.

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.
The police academy modular formats (III, II and I), are established, and accredited by the Commission on Peace Officer Standards and Training (POST), the regulatory agency for all police academies in the State of California.
Currently, there is a demand in the state for peace officers, and a need to fill these vacancies with graduating academy students. Palomar College has become a recognizable extended format academy in Southern California. Recent graduates of our program have attained job placement as peace officers locally in San Diego, Riverside, and San Bernardino Counties, in California.
As Palomar College Police Academy continues to receive statewide recognition, our success rate should escalate and attract greater enrollment from local communities, military personnel, and others looking to establish a law enforcement career.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
A major set back in 2020 was the national impact of the COVID-19 virus, and the mandated restrictions placed in higher education. Although, the police academy was able to operate within the restrictions, the epidemic caused concern and fear for students to enroll and complete the courses.

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?
86.0%

Why did you choose this standard?
It is difficult to accurately compare police academy success rates to instructional classes (disciplines
offered) on campus. There are factors based on the fact POST sets the curriculum, and
mandates absolute 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 85.7%. This
based on the number of students that entered Modular III and continued to completion of graduation in
Modular I.

What is your stretch goal for course success rates?
90.0%

How did you decide upon the goal?
Each student receives an exceptional learning environment provided with experienced faculty, instructors, and staff.
Each given quality course preparation, and administrative support to achieve a level of success in the state-mandated
curriculum.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
Based upon each student provided materials, presentations and one-on-one learning capabilities to successfully achieve
and comprehend each student learning outcome, our measure ratio proved valuable in ensuring a successful outcome
for the 2019-2020 program presentation.

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.

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

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? If so, how would the new or emerging careers impact your future planning?
Our current program is a state-mandated presentation that allows for a modular format of instruction. Successful
completion of the three modules prepares you with certification to begin a career in law enforcement and public safety in
the State of California. Module III as completed allows a student to enter and apply for a position as a Reserve Police
Officer with law enforcement agencies in the State of California.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Effective Communication Skills
Excellent Physical Agility Conditioning
Cognitive Thinking Skills
Criminal and Civil Laws and Codes

How does your program help students build these KSA's?
Each identified KSA is recognized, developed and presented as instruction throughout the entire year-long format.
Remediation and re-enforced instruction are continually practiced with each student.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
We have established and produced an effective media recruitment campaign for the police academy, and in turn, host several community forums to solicit input, recommendations and partnerships, to include surrounding educational facilities, high schools and military installations.

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
Establish and Deliver Advanced Officer Training Courses (AOT)

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
It is the intent to offer the first AOT course (PC832 Arrest and Control) this year 2021. SLO'S and Lesson Plans are developed and approved by our accrediting agency (POST). There remains two outstanding issues:

1. Scheduling through the college
2. Establish course fees

Outcome(s) expected (qualitative/quantitative)
Provide specific training for local law enforcement agencies and current officers.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Provides enhanced educational opportunities for current local law enforcement agencies based on recommendations from our Advisory Board members.

Expected Goal Completion Date
12/31/2021

Goal 2

Brief Description
Introduce technology tools (iPads) into the academy

Is this a new or existing goal?
New

How will you complete this goal?
In process reviewing and submitting application proposals for Federal and State law enforcement grants.

Outcome(s) expected (qualitative/quantitative)
Provide a simplistic transition from paper materials to electronic media (i.e.; remove hard copies of manuals, codes and testing materials to electronic download and installation onto tablets).

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Bringing current technologies into the hands of students, faculty and staff.

Expected Goal Completion Date
1/15/2022

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?
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?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Career Technical Program Specialist

Is this request for a full-time or part-time position?
Part-Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability
As per the accrediting agency, this position is required, and defined as immediate administrative assistance for Coordinator of the police academy program.

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?
Yes, all three areas are inter-combined.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
This was an established position in FY2017-2018, 2018-2019, 2019-2020, and when the position became vacant due to the employee advancing her career at another educational institution, the position was inadvertently removed from title and funding.

The police academy is expected to grow in volume and delivery of educational services, justifying the need for the administrative assistance.

Strategic Plan 2022 Objective
4:1

If the position is not approved, what is your plan?
Currently backfilled with Short-term hourly employee.

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?
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.
FY20-21, as a department we were asked to mitigate a 10% to 20% budget cut if possible. As the Director, I did in fact plan and adjust our current budget by 14%. In FY21-22, our proposed budget to re-establish customary spending did not reflect actual appropriations presented, thus placing the academy program in jeopardy of failing to meet obligations for training equipment and supplies.

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
Apple iPads

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
10.2-inch iPad Wi-Fi 128GB-Space Gray. Allows for the immediate replacement of hard-copy materials (Manuals, codes, regulations and testing materials) to electronic-digital media formats.

Estimated Amount of Request.
$37,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)
$2,500.00

Do you already have a budget for this request, or will you need additional funds?
No

What PRP plan goal/objective does this request align with?
#2 Technology

What Strategic Plan 2022 Goal:Objective does this request align with?
2:2

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

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?
Yes

Requests

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.
mandrews@palomar.edu