



# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

**Are you completing a comprehensive or annual PRP?**

Annual

**Division Name**

Career, Technical and Extended Education

**Department Name**

Public Safety Programs

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Administration of Justice (AJ)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

David Miller

**Department Chair email**

dmiller2@palomar.edu

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

Dr. Morgan Peterson Professor

**Website address for your discipline**

**Discipline Mission statement**

The program mission is to provide an engaging learning environment for students of diverse backgrounds and needs, in the field of the Administration of Justice and create knowledge which will benefit the student in career opportunities and provide potential employers with a better prepared candidate.

[\(Click here for information on how to create a mission statement.\)](#)

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

☒ Yes ☐ No

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

☐ Yes ☒ No

**List all degrees and certificates offered within this discipline.**

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

*AA, AS, ADT, Certificates, etc.*

## **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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

None

*Enter a number.*

*Link: [Permanent Faculty and Staff Count](#)*

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

189.55

*Link: [FTEF Data](#)*

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

276.83

*Link: [FTEF Data](#)*

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

none

*Link: [Permanent Faculty and Staff Count](#)*

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

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](#). 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? Please explain.**

They are attuned to the scope and depth of the degrees/certificates offered. We work to make sure that our learning outcomes are in synch with what is needed currently.

**How do they align with employer and transfer expectations?**

Again, they align very well because we confer with professionals currently in the field to ensure we are current.

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

**Summarize the major findings of your program outcomes assessments.**

## 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: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)											
Row Labels	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21
AA/AS											
Associate in Arts Degree					1						
Associate in Science Degree	34		27		33	27	27	31			
Associate in Science Degree for Transfer					6	33	32	35	42	41	
AA/AS Total	40	60	66	62	69	72					
Certificate											
Certificate of Achievement			2	1	6	9	19				
Certificate Total	2		1	6	9	19					
Grand Total	42	61	72	71	88	72					

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

☒ Increased ☐ Stayed the same ☐ Decreased

*Choose one*

**What factors have influenced your completion trends?**

I would I say that our students were motivated by the excellent faculty, and up to date information that they were exposed too. The other factor would be our current classroom is 10 times better than the one we had previously.

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 excellent adjunct faculty that we have put together covers literally every segment of the criminal justice system and the Administration of justice. We have professors who have excelled in the federal arena, the local arena and the state arena. They are great motivators and present a plethora of ideas and information.

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

We only have one (1) full-time faculty member, no office assistance. These are two main things. The impact is that we are sometimes extremely busy with clerical duties, when our time would be best spent on working with the students.

## **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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?**

75.0%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

**Why did you choose this standard?**

It seemed reasonable.

**What is your stretch goal for course success rates?**

80.0%

**How did you decide upon the goal?**

Because currently our success rate is approximately 80 %.

## **COURSE STUDENT LEARNING OUTCOMES (SLOs)**

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

Our learnings outcomes seem to be right on target. The students have been meeting my student outcomes and I find no major problems with the student learning outcomes.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

**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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

Every conceivable job in law enforcement right now is open. Most police departments are looking for employees and are having trouble filling their quotas. Emerging careers are opening daily, many departments are in need of people to work as counselor's when dealing with people experiencing psychological upset, this is a very new aspect of law enforcement

Link: <https://www.onetonline.org/>

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

English, any foreign language, typing, filing, etc. Psychology, sociology, cultural studies.

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

We have courses in ethics, Police psychology, Community Relations.

## **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 ☐ No

**What have you done to integrate work-based learning?**

We had internships for our students, and I just informed my classes of a current paid internship that is available to minority serving colleges

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

They are related to the actual administration of justice practice and their colleagues are practioners in the field.

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

I personally am very active in contacting various local and national departments. I've had the Dallas, Texas police department recruiters visit my classroom, the San Francisco Police Department visit and actually test some of my students for employment. I have had the San Diego District Attorney visit my classroom to talk about the various careers available in that arena,.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.*

## **PROGRAM GOALS**

### **Progress on Prior PRP Goals**

In the most recent PRP cycle, you identified a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

### **Prior PRP Goals**

## Goal 1

### Brief Description

Marketing and Recruitment

### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

This goal is important for the existence of the program. We are constantly looking for employment opportunities for our students.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.**

Physical presence and participation in the community.

[Click here to access the Strategic Plan 2022.](#)

**Describe any changes to your goals or three-year plan as a result of this annual update.**

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors



(retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## **PART 1: STAFFING NEEDS**

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

☐ Yes ☒ No

**Are you requesting AA, CAST for Classified Staff?**

☐ Yes ☒ 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?**

☐ Yes ☒ No

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS](#)

[AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## **PART 3: TECHNOLOGY NEEDS**

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

☐ Yes ☐ No

## **PART 4: FACILITIES REQUESTS**

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

☐ Yes ☐ No

***Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.***

## **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 ☐ No

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

mpeterson@palomar.edu