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

Police Academy

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

Department Chair Name

Dave Miller

Department Chair email

dmiller2@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://www.palomar.edu/policeacademy/

Discipline Mission statement

The mission of the Palomar College Police Academy is to provide each recruit who accepts the challenge of becoming a law enforcement officer with the best training and instruction available. We provide this through a motivated educational environment complimented by highly-skilled and experienced instructors dedicated to their profession. The Palomar College Police Academy is committed to developing well rounded professional law enforcement officers with special emphasis on professionalism, integrity, diversity, equity, inclusion and commitment. Only when all of these goals have been achieved can we say with confidence that our mission has been accomplished.

(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.

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

AA, AS, ADT, Certificates, etc.

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 links shown in red.

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

2

Enter a number.

Link: Permanent Faculty and Staff Count

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

0

*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.)

4.62

*Link: **FTEF Data***

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

Career Technical Program Specialist, 12 months, 40% workload

Link: Permanent Faculty and Staff Count

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

47 Short-term employees (Varies based on instruction of course curriculum), approximately 25 hours weekly.

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.

Exceptionally well. The police academy program consists of three modular formats (Mod III, Mod II and Mod I), encompassing an eleven month learning period.

Each modular format has predetermined student learning outcomes 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 2022, the three programs consisting of Modular III, Modular II, and Modular I,
continue to achieve success in enrollment and completion to graduation.

In December 2022, 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: ***Program Completions***

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

2016/17 = 1   2017/18 = 6   2018/19 =9   2019/20 =19   2020/2021=13

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?

A projected rise was anticipated for FY20/21 & FY21/22, but unfortunately we encountered and national pandemic (COVID-19) that placed great strain in enrollment. To date, for FY22/23 we are anticipating a projected enrollment of 26-30 students or an increase by a minimum of 55%.

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 will escalate and attract greater enrollment from local communities, military personnel, and others looking to enter a law enforcement career.

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

A major set back in FY20/21 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 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?

88.0%

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 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 2021, demonstrate a success course rate proposed at 87.8%. 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, and 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 2021-2022 program presentation.

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?

Any state authorized and credentialed law enforcement career.

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)

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?
○ Yes ◉ No

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

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 identied 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

Establish and Deliver Advanced Officer Training Courses (AOT).
PC 832 (Laws of Arrests) Completed

For FY22/23 we will be adding the following courses:
Active Shooter Response Training
School Resources Officer
Campus Law Enforcement Safety Training (Legislative mandate)
Campus Security Guard Safety Training (Mandated Education Code)
PC 832 (Firearms)

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.

PC 832: We have successfully offered and completed 9 courses this fiscal year. Collecting $60,000 in enrollment (non-credit) with a profit of $25,000 after all expenditures.

Goal 2

Brief Description

Introduce a new police patrol vehicle into the police academy for state-mandated training. Vehicle to include all needed electronic equipment and radio communication systems.

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.

Procure either a new or used police patrol vehicle estimated at $16,000 to $50,000.

Goal 3

Brief Description

A multi-discipline training venue to consolidate three Palomar College programs related to public safety training and career development: the Emergency Medical Services (EMS), Fire Science/Firefighting, and Administration of Justice, Police Academy.

The venue should include a physical training facility, fire preparation facility and public safety scenario locations for designed an enhanced practical training.

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.

Community Relationship: Potential development of a Public Safety Training Center has been a collaborative effort of ongoing communication between the Palomar College Public Safety Department, and the surrounding law enforcement and fire agencies in North San Diego County with a focus on a comprehensive training center in the areas of Administration of Justice, Emergency Medical Services and Fire Technology which will serve the needs of the surrounding communities.

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.

The police academy has made great effort and success in changing the manner and operations of effective recruiting of diverse individuals. Our efforts produced the first police academy class in the past seven years to have 85% of the enrollment belong to diverse individuals.

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.

Implement a better method to effective communicate with our stakeholders, community members and future students through social media.

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 requestiong additional full-time faculty?
○ Yes ⊙ No

Are you requesting AA, CAST for Classified Staff?
⦿ Yes ○ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

Career Technical Program Specialist

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?
⦿ Full Time ○ 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 (POST), this position is required, and defined as immediate administrative assistance for
coordinator of the police academy program.

With the expansion of the Advance Officer Training Courses, a greater workload has been placed on the current academy staff to ensure we maintain compliance with our state-accrediting agency. This position mandates designated and certified training requirements to access and operate in the electronic POST EDI system.

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?
⦿ Yes ○ No

What funding would support this position?

Proceeds from the course presentations of PC 832 ($25,000+/-)

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, and the increase of courses to be presented at the Public Safety Training Center, Police Academy & Public Safety Programs.

Strategic Plan 2022 Objective

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☐ 2:1	☐ 2:2	☐ 2:3
☐ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☑ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf

If the position is not moved forward for prioritization, how will you address this need?

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
⊙ Yes ○ No

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.

FY21/22,we reduced our budget by 14% as requested. Our final budget did not reflect actual appropriations v. expenditures and placed the academy program in jeopardy of failing to meet obligations for training equipment and supplies. An appropriation increase in 40000 by 22,000.00

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 ad 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.

mandrews@palomar.edu