

Entry #: 106 - Career, Technical and Extended Education

Status: Submitted

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DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Career, Technical and Extended Education

Department Name

Public Safety Programs

Microsoft_List_ID**Discipline Name**

Police Academy

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.

Michael G. Andrews, Director

Juliette Barnes, Coordinator

Tingting Wang, Academic Department Assistant

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, emphasizing professionalism, integrity, diversity, equity, inclusion, and commitment. Only when these goals have been achieved can we confidently say 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

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

Yes

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 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)?

2

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

1.80

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

3.27

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.

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

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

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

Was this expected? Please explain.

Yes. The state-wide impact on public safety/law enforcement employment creates an increase for academy enrollment.

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

Increased

Was this expected? Please explain.

Yes. The impact of the Coronavirus Disease (COVID-19) negatively impacted our enrollment. However, we are now starting to see an increase in enrollment for FY24/25.

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

Gender

Ethnicity

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Women typically view the police academy as the "boys club," experiencing adverse or hostile environments, explicit and subtle harassment, sexism, and a lack of support and opportunity. To close the gap we have implemented a new strategy to our recruitment specifically addressed for the woman and the academy experience. We have developed a pre-academy to assist in pre-conditioning, academy expectations and reinforcing a "zero tolerance" for harassment. We have developed one-on-one mentoring and have increased leadership roles in the program for females.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

We are actively recruiting for diverse students to enroll in the police academy and achieve employment in law enforcement. Recruitment strategies targeted in low-income and diverse communities have led to increased enrollment.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We are using Web-based advertisements and establishing community job fairs and recruitment symposiums.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

No

If you answered no, please explain.

The Police Academy Course AJ 85-88B were recently approved in META and have just been entered in Nuventive. Any assessment data that has been collected to date will be entered into Nuventive in the immediate future.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

2017/18=6, 2018/19=9, 2019/20=19, 2020/21=10 2021/22=9

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

Our program SLO's are updated into the attached Excel spreadsheet, but not entered into the Nuventive system at this time. Anticipated entry date will commence 05-01-24 and continue until completed.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[Basic Police Acad 2. Last result, action, and follow-up date for each active program outcome\(2\).xls](#)
26 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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, and recent graduates of our program have attained job placement as peace officers locally in San Diego, Riverside, and San Bernardino Counties, in California.

Our academy continues to receive statewide recognition, and 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.

Enrollment of diverse students into the academy. Recruitment efforts are ongoing and are starting to demonstrate positive results.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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?

Graduates receive certification to employ in law enforcement positions to include police, deputy sheriff, probation officer, and other sworn law enforcement employment opportunities.

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

Active listening, Social perceptiveness, speaking, active learning, critical thinking, coordination, judgement & decision making, persuasion, reading comprehension, service orientation, complex problem solving, writing, instructing others and knowledge of law and government laws, codes and regulations.

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

Each identified KSA is recognized, developed and presented as instruction through the state-mandated training program. Remediation and re-enforced instruction are continually practiced with each student.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

Based on state projected analysis, public law enforcement employment is expected to increase over the next 36 months. Specifically in the Southern California area there is a estimated 2,100 vacancies projected to include 650 plus positions in San Diego/Imperial Counties.

What is being done at the program level to assist students with job placement and workforce preparedness?

Our program currently prepares the student with workforce preparedness. However, we are in the development of adding a job placement and readiness training program to coincide with our new pre-academy readiness program. We are awaiting review and approval from our accrediting agency (POST) with an expectation of a summer/fall decision.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

November 9, 2023. Discussion from our advisory agencies focused on a more in depth concentration on writing skills and effective communication skills for new officers. We are in research with affiliated academies in our region and our accrediting agency.

What are the San Diego County/Imperial County Job Openings?

San Diego County and Imperial County Sheriff's Departments are in need of deputy sheriffs, correctional deputies and custody officers. An estimated 350 plus vacancies exists as of January 2024. Municipal police agencies are in need of police officers and community service officers. Estimated data indicates roughly 175 plus vacancies.

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**Prior Year PRP Goal 1****Brief Description**

Advanced Officer Training: Currently there are (2) courses established and offered as Community Education.

1. PC832 (state-mandated)
2. Campus Police Officer training (state-mandated)

Goal Status

Completed

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

Since launch of the programs we have achieved maximum enrollment in each course offering, requiring us to add more courses than we projected 2024. Currently there is a waiting list for course offerings that will roll over into 2025.

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

Currently, our program is expanding efforts to continue to build new courses for local agencies in design with Advanced Officer Training.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

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

How will you complete this goal? Include Strategies and Timeline for Implementation.

Allocation of Perkins Grant funding or Strong Workforce funding.

Outcome(s) expected (qualitative/quantitative)

Awarded funding.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

Provides an introduction of new technologies into the state-mandated curriculum.

Expected Goal Completion Date

6/30/2025

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 [Vision Plan 2035](#).

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

Yes

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

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.)

Per our accrediting agency (POST), 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, restructuring of academy staff and responsibilities.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

Proceeds from PC832, Advanced Officer Training Courses.

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 position.

Educational Vision Plan 2035 Objective

4:1

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

Backfill with Short-term hourly employee.

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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.

1.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?**

No

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests**Facility Request 1****What are you requesting?**

A joint discipline Public Safety Training Center to include Fire, EME and Police programs/academies.

Provide a detailed description of the the request. Include in your response:**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

Palomar College has no comprehensive public safety training center, making it difficult for the police and fire academies to (1) schedule and coordinate training grounds, (2) coordinate and schedule staff for consistent training assignments, and (3) recruit entry-level candidates from surrounding and competing college programs.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

College public safety departments, county and local municipal public safety agencies to include Fire, EME and Police.

c. What are the expected outcomes or impacts of implementation?

Provide a permanent venue for public safety training. Allow for a more competitive advantage to recruit, train and deliver qualified and certified individuals for local employment. Develop and present program courses that allow for advance officer training to which will generate greater revenue for the college programs.

d. Timeline of implementation

Phase 1: 1-2 years (site identification/acquisition) Phase 2: 2-3 years (site ground breaking/construction) phase 3: 3-5 years (site complete and operational).

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$20-\$35 million build out and completion. unknown projected costs for maintenance and support.

Do you already have a budget for this request?

No

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

Program development and infrastructure build-out.

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:4

1:10

4:5

5:2

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

1

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

New design and build.

Will you accept partial funding?

Yes

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.

mandrews@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

No

Department Chair Name

Date