

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

### Spring 2016

**Program Name: Criminal Justice**

**Division Name: Criminal Justice**

#### **Program Contact Information:**

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### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

( 0 ) ( 0 ) a. Significant declines in enrollment and/or FTES over multiple years

( 0 ) ( 0 ) b. Significant change in facility and/or availability and cost of required or necessary equipment

( 0 ) ( 0 ) c. Scarcity of qualified faculty

( 0 ) ( 0 ) d. Incongruence of program with college mission and goals, state mandates, etc

( 0 ) ( 0 ) e. Significant decline in labor market

( 0 ) ( 0 ) f. Continued inability to make load for full-time faculty in the program

( 0 ) ( 0 ) g. An over-saturation of similar programs in the district and/or region

( 0 ) ( 0 ) h. Other

### Program Review Check-list

( x ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( x ) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel

( x ) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

**Signatures, Individual Comments**

Date of Department Discussion: 4/14/16

Discussion Modality

- Department Meeting**                       **Emails**                       Online/Skype  
 Other :

Summary of Discussion Outcome:

Program is continuing to be strong and grow. The addition of a new CJTC facility will enhance our strength.

**Departmental Recommendation**

**(x ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. **Signatures are on file in the division office.** Type the names of the faculty.

- (x ) Derrick Watkins
- ( x) Rick Hicks
- ( x) Ron Lowenberg

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ( )
- ( )
- ( )

Department Chair:    Derrick Watkins  
Comments:

Date: 4/15/16

Division Dean:        Ron Lowenberg  
Comments:

Date: 4/15/16

## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### CRIMINAL JUSTICE TRAINING CENTER GOLDEN WEST COLLEGE

The Golden West College Criminal Justice Training Center (CJTC) is deeply committed to Golden West College's mission of "Student Success." With an emphasis on student-centered instruction and problem-based learning, it is the Center's top priority to provide educational, vocational, and technical training that will lead to a transfer to a university, specialized employment, or career enhancement in the criminal justice profession.

The Center is committed to train peace officers and support personnel in the underlying philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem-solving skills, tactical proficiency, and communication. The Center is dedicated to the success of all students so that they may demonstrate the critical skills necessary to prepare them to work cooperatively in the multifaceted communities they serve.

Our students are classified generally within the following three groups:

1. Students seeking to obtain an Associate in Arts degree, or to transfer to a state or private university to pursue a Baccalaureate degree. This group also includes students who seek specific vocational education opportunities without the intent to pursue a degree.
2. Entry-level students referred to the CJTC by a public service agency. These are students who require a specific course ranging from 4 to 1026 hours to satisfy specific legal training mandates for employment.
3. Experienced students who are criminal justice professionals established in their careers. These students enroll in courses to pursue a college degree, to improve their job and / or promotional skills, or to satisfy a specific legal training mandate.

#### **College's mission (check all that apply),**

**Career Technical Education**

**Transfer**

**Offer Degrees/Certificates**

**Basic Skills**

#### **College goals(check all that apply):**

Institutional Mission & Effectiveness

Instructional Programs

Student Support Services

Library and Learning Support Services

- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

CJTC administrators, faculty, and staff serve on many college committees, projects, etc. in the spirit of shared governance such as:

- Council of Chairs and Deans
- Chicano-Latino Committee
- Facilities and Planning Committee
- Institute for Professional Development
- Institutional Effectiveness Committee
- Instructional Planning Team
- Midterm Accreditation Report Co-chair
- College Accreditation Committee
- Orange County Training Manager’s Association
- Planning and Budget Committee
- President’s Advisory Council
- Various Hiring Committees
- Staff Development
- Dean Ron Lowenberg serving as Interim Chief of Police (Costa Mesa and Placentia Police Dept.’s)
- College Wide Grievance Committee
- Scholarship Readers
- Math PVR
- Meeting the needs of local communities with our diverse police academy classes
- Presenters Golden West College Peace Conference
- Industry Collaboration, including local and state government entities
- Returning Combat Veteran’s Scholarship

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

The CJTC is regulated and certified by the Commission on Peace Officer Standards and Training (POST). The CJTC is reviewed and audited by POST every three years. Each class taught in conjunction with POST by the CJTC is evaluated by POST. In addition, Penal and Correctional Codes also mandate certain training requirements or standards.

## **REVIEW OF LAST CYCLE PROGRAM REVIEW**

Completion of planning stage for new building and new scenario village

- 15 Basic Police Academy Class graduations.
- Grant to develop shooting simulator
- Moving SWAT to contract education
- Decrease in certificates of achievement and increase in criminal justice major AA degrees (Decrease was in part due to economic conditions).
- Revision of curriculum (CJ G032 and CJ G033)

## **FOR CTE PROGRAMS ONLY**

**Labor Market Demand:** How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

The CJTC is very good at adapting to labor market demand and concerns. Through our numerous contacts within and without our industry, we are quickly able to see emerging needs and quickly adjust our training accordingly. In the semester area (CTE) we have been expanding our course offerings to assist students in finding professional employment. Expanding our program benefits the College as well as professional development and the law enforcement labor market in Orange and the contiguous counties. That being said, our facility does not allow for this expansion. The Orange County Sheriff's Department recently built a new "State of the Art" law enforcement training facility. Much of their curriculum is in conjunction with POST and Santa Ana College. The sheer size of their facility has a direct impact on the volume of students they can accommodate. Our lack of facility adequacy and size is to our detriment. We have the expertise and resources to offer more courses and EXPAND but we do not have the facilities to support such an expansion. We feel that the longer this facility gap exists, professional agencies, students and prospective employers will look toward institutions such as the Orange County Sheriff's training facility as a "one stop shop". Should this become habitual it will affect our market share.

**Advisory Council Input:** What type of inputs has your program received from your industry advisory council in the last three years?

The CJTC operates under the umbrella of our Recruit Basic Course (RBC) Executive Advisory Board consisting of 15 chiefs from various law enforcement agencies. The Executive Advisory Board takes a broad leadership role in the development of curriculum and the overall activities of the CJTC. The Board is very active in recommending the development of new and emerging POST-mandated training.

The CJTC has developed the Specialized Investigator Basic Course (SIBC) Advisory Board made up of Directors from the state agencies whose investigators attend our 16-week SIBC course. They fulfill a role similar to that of the RBC Executive Advisory Board but limited issues involving to the SIBC.

## SWOT ANALYSIS

### Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

### Quality of Instruction

We serve our students with an **incredible team** of two full-time and over 100 part-time instructors to meet the needs of our semester, academy, and continuing professional training students. This team includes everyone from line-level employees through executive managers who are subject matter experts in their respective areas. Many of the members of our staff are nationally recognized in their fields of endeavor.

The CJTC is committed to the selection of quality instructors and to the continued development of its faculty. We have advocated Instructor Development training for our instructors for the past 10 years and have offered many formal, and informal, training sessions in this area. Since 2007, POST has required a 40-hour Academy Instructor Certification Course for all police academy instructors, not just the specialized instruction learning domains. This training focuses on Bloom's Taxonomy, adult learning concepts, and assessment of student learning. ALL staff members must have received AICC training before they are hired.

## High Course Success Rates

*The CJTC success rates exceeded the college-wide success rate in all areas of the CJTC curriculum during the 2013-2015 academic years:*

College-Wide Success Rate: low 70% range

CJTC Success Rate (weighted average of all 3 programs):74-75%

The structured and professional environment of the CJTC programs, coupled with the quality of instruction within those programs, are among the primary factors responsible for this success.

## Availability of Three Separate Criminal Justice Associate in Arts (AA) Degrees

The CJTC historically offered only one Certificate of Achievement (Criminal Justice, Law Enforcement option) in its programs. Now, through the leadership of CJTC staff, we offer four distinct AA degrees for our students: *Police Academy, Administration of Justice, and Corrections, AS-T Transfer Degree.*

The framework for three of these four majors was already in place, but the fourth AA degree (AS-T) was the result of development in collaboration with College Wide Faculty

## A Commitment to Student Success

The CJTC employs many strategies to maximize student success, but of special note are the methods used in the Academy Program to ensure student success in this specific type of career education training. Highlights include the **Academy Orientation** course, and the commitment to **Mentoring and Coaching** of police recruits.

*Academy Orientation.* A required 40-hour course for non-sponsored academy applicants. This course provides a realistic introduction to the academy environment, training expectations, and the hiring process. One of the CJTC goals for this course is to reduce the early drop rate in the police academy due to student misperceptions, unrealistic student expectations, or lack of student aptitude or meeting the minimum qualifications to serve as a police academy recruit or police officer. The scope of this course includes a personal background history, review of criminal convictions or other disqualifying conduct, reading and writing skills test, physical agility test, medical examination, psychological evaluation, and oral interview.

*Mentoring and Coaching.* From the first day of the academy, the recruits are told the goal of the entire CJTC Training Staff is the success of each recruit in the academy. Recruit Training Officers (RTOs) are responsible for providing behavioral and academic counseling for recruits.



This may include recommendations to rewrite assignments, work with a study group or attend remedial training through another college course. Behavioral counseling may include emphasis on discipline. Academic rules and regulations are strictly, consistently, and fairly enforced. Agency-sponsored recruits are provided with emotional and psychological services from their respective agency's Employee Assistance Program provider or the agency's psychologist. Non-agency sponsored recruits are covered by the GWC Health Service fee. Under this plan each recruit is able to confer with a clinical psychologist on staff at the GWC Health Center.

Another aspect of this section is that the CJTC has increased the communication between the RTOs and the department training coordinators of the sponsored recruits. There are weekly discussions about the progress of their respective recruits. Specific policies dealing with basic officer safety tactics are also discussed. This program has proven to be highly successful in elevating the overall confidence levels of the recruits.

## **A Commitment to Character**

The CJTC subscribes to a "Character Counts" philosophy and the Six Pillars of Character developed by the Josephson Institute of Ethics (*Trustworthiness, Respect, Responsibility, Justice & Fairness, Caring, Civic Virtue & Citizenship*).

In this regard a special award, the "Directors Award," was established in the police academy courses. It recognizes the graduating academy recruit who, through the duration of the course best exemplified in his/her conduct, a personal commitment the Six Pillars of Character. Selection of the award recipient is through a peer nomination process, reviewed by the CJTC staff. The dean presents the award at the academy graduation, and the recipient's name is added to a perpetual plaque maintained by the CJTC and displayed in each of the academy classrooms.

The CJTC formally expanded its commitment to the character development of its students and staff beyond the curriculum of the basic academies. In 1999, the CJTC added a three-unit semester-length "Character Development" class to its course offerings. This was the first course of its kind in California police training. Motivated by the class' success and growing importance to the law enforcement profession the CJTC, took the necessary steps to add Character Development to the list of required classes for the GWC Criminal Justice Certificate of Achievement, Law Enforcement Option. A few years later, the POST adopted regulations that require elements of Leadership, Community Policing, and Ethics to be woven into each component of its police academy curriculum. The CJTC was at the forefront of ethics training within the law enforcement profession, and it continues to serve as an example to other training institutions in this area through its current development of a *Leadership and Ethics Institute*.

## **Leadership and Ethics Institute (LEI)**

LEI is the newest component of the CJTC programs and is guided by advisory committee comprised of many criminal justice and education professionals. The role of LEI will be to serve as the conduit for collaboration between the college, community, criminal justice agencies, public/private sector organizations, students, and POST.

LEI is the next step in a long tradition of service and leadership that the CJTC has established within the college and many segments of our communities. The CJTC has demonstrated its commitment to meeting the needs of the law enforcement and college communities through collaborative efforts for decades. The CJTC has enjoyed many successes in this regard, and here are some notable accomplishments within the past few years:

## **Executive Advisory Board**

The CJTC operates under the advisement of an Executive Advisory Board consisting of police chiefs from local law enforcement agencies. The Executive Advisory Board has taken a broad leadership role in the development of curriculum and the overall activities of the CJTC. The Board is very active in its participation of development of new and POST-mandated training.

The CJTC has developed the Specialized Investigator Basic Course (SIBC) Advisory Board made up of Directors of all state agencies that have sponsored investigators attending our 16-week SIBC course. The role is similar to that of the Executive Advisory Board but is limited to SIBC issues.

## **Exemplary Peace Officer Program (EPO)**

The CJTC, in partnership with the Josephson Institute, has developed the Exemplary Peace Officer Program (EPO). Through this program, the academies have expanded roles in providing leadership and ethics training beyond that of any of the other police academies in California. The CJTC was first CA police academy to offer both Community Oriented Policing and Exemplary Peace Officer training to their academy recruits.

The EPO has enhanced the overall mission of the CJTC academy in the philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem solving, tactical proficiency, and communications. The academy staff assists the recruits in providing a guide to ethical decision making, discussing case studies and training through hypothetical situations on how best to handle ethical dilemmas. Ultimately, the EPO training will provide each recruit with the tools for personal and professional integrity and assist them in making ethical decisions when confronted with an ethical dilemma in the field and in their personal lives. In addition, it

fosters the development of personal and professional character while emphasizing commitment, problem identification, and, most importantly, good citizenship.

Leadership Development Program has been part of the CJTC instruction for over 14 years and improves with each presentation of a class. The class is structured to guide the student through the aspects of an agency's operations as it relates to a certain management level. This is achieved by having various presenters share their expertise in defining the duties and knowledge needed to attain the next step in promotion and advancement within an agency. The class emphasizes leadership qualities, ethics, and a close working relationship with a mentor. Within the various agencies in our area, quite a few management positions are held by graduates from this program. Several in fact are now teaching in the class or are heavily committed to lend their support by volunteering to act as a mentor.

### **Extended Format Recruit Basic Academy**

There is a void in Orange County for an Extended Format Basic Recruit Academy. Fullerton College had been the sole provider of this format for many years. Recently they lost their certification through POST. The CJTC has been requested by POST to fulfill the offering of this format. The program is currently under development which will assist growth for the College and the CJTC.

### **Public Safety Dispatch Program**

This is a classic example of attaining quality and marketable training within a short time frame. It is offered in two formats:

- a) Evening class. This is geared for students who want to start a career, or want to change their career field. By offering the training a student can fulfill the mandated 120 hours of POST certified training that most agencies demand *before* a person can even apply for a dispatch position. In just 6 months, a person can acquire sufficient training to compete and enter a new career field or better his/her professional path. It has a flexible time frame since it is offered in the evenings.
- b) Daytime class. This is for students who are currently working as a 911 dispatcher and need the 120 hours certification as mandated by POST. Offering this class provides a very valuable service to the CA law enforcement and related agencies. Since it is offered in a 3-week time format, it can also be very beneficial to students who want to get a marketable skill in a very short time frame.

## Weaknesses:

**In what areas does your program need to improve?**

Advertisement: academies/program information.

Dedicated CJ classrooms for CJ semester programs. Understandably, space at the CJTC is limited and needs to serve the academies and in service students. As semester programs have been moved onto the general campus instructors have noticed a disconnect between the CJ students and academy. Prior to this CJ students carried a quiet pride about taking courses at the CJTC and being “involved” in the atmosphere. There has been a noticeable difference in this regard. A new or larger facility would serve this area well.

**What are your program’s immediate needs?**

*See threats and challenges in next section.*

**What limitations or barriers is your program experiencing?**

*See threats and challenges in next section.*

## Opportunities:

**What opportunities exist for your program?**

With a new facility, the CJTC will be able to compete on even ground with other professional law enforcement training / colleges in Orange County. Our program would grow by approximately one and one half times in all areas.

**What trends are happening in the field or subject area that may allow your program to expand?**

One of the most recent trends is a focus on Fair and Impartial Policing. The CJTC has been at the forefront of collaboration and development of professional instruction regarding this topic. We have been working on development of stand-alone training on this subject in both our academies and Advanced Officer Training. This training is being developed using local and national publications and experts.

A significant local need for training is the Arrest and Firearms Course (California PC 832 Course). The Arrest and Firearms course consists of two components, which total a minimum of 64 hours. The Arrest component has a 40-hour requirement, and the Firearms component 24-hours. These components are divided into 14 individual topics, called Learning Domains or LD’s. The L D’s contain the minimum required foundational information for subjects

related to Laws of Arrest and Firearms. The development of this course is underway as of this writing and has been submitted to CCI for approval, Spring 2016.

**What external funding opportunities are available for your program?**

The CJTC has always done a very good job at finding external resources for funding operations for the center. An example is our installation of 13-station interactive Force Options Simulator funded through a federal multi-year grant in excess of \$2 million and achieved through partnerships with the government and private sectors.

We have also be fortunate enough to join with private and community donors such as the Assistance League of Huntington Beach to establish the Returning Combat Veteran’s Police Academy Scholarship, which is awarded to police recruits enrolled in the academy that has a history of military service in the United States Armed Services.

**What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?**

The creation of a “bridge” program or ROP with local high schools could be a beneficial outreach. This program would be most beneficial with some type of screening of high school students who wish to enter the law enforcement profession. By screening, we mean that the student is in good standing at their high school, proficient in their academics and of good character and discipline.

**Threats/Challenges:**

**What challenges exist for your program?**

Obviously, local hiring of Police Officers is directly correlated to what we do in the academy program. The law enforcement profession is also guided by stringent guidelines established by POST that we must abide by. Some of these guidelines prohibit the training / hiring of individuals such as poor criminal history, age and moral turpitude.

**What budgetary constraints is your program facing?**

Our budget is directly correlated to our enrollment. The more we do, the more we can do.

**What kind of competitive disadvantages is your program facing?**

Our biggest disadvantage is our outdated facility.

**Are there upcoming changes to state and federal regulations that will impact your program?**

Our regulations change sometimes, as fast as month to month, this is not a concern to the CJTC.

## CURRICULUM REVIEW

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	Dept. Chair
CJ G046	October 2018	Center Coordinator
CJ G054	October 2018	Center Coordinator
CJ G055	October 2018	Center Coordinator
CJ G 064	Recently Reviewed	Center Coordinator
CJ G 065	Recently Reviewed	Center Coordinator
CJ G 067	October 2019	Center Coordinator
CJ G078	October 2019	Center Coordinator
CJ G079	November 2018	Center Coordinator
CJ G080	November 2018	Center Coordinator
CJ G090	November 2018	Center Coordinator
CJ G091	November 2018	Center Coordinator
CJ G092	November 2018	Center Coordinator
CJ G095	November 2018	Center Coordinator
CJ G098	November 2018	Center Coordinator
CJ G107	September 2019	Dept. Chair
CJ G110	Recently Reviewed	Dept. Chair
CJ G123	September 2019	Dept. Chair
CJ G128	September 2019	Dept. Chair
CJ G137	Recently Reviewed	Dept. Chair
CJ G140	Recently Reviewed	Dept. Chair

CJ G 141	Recently Reviewed	Dept. Chair
CJ G 146	September 2017	Dept. Chair
CJ G151	September 2017	Dept. Chair
CJ G152	September 2017	Dept. Chair
CJ G172	Recently Reviewed, New Course	Dept. Chair
CJ G173	Recently Reviewed, New Course	Dept. Chair

**CID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

We currently have 4 courses with C-ID designations, at this time we do not plan to submit any courses for C-ID designation, other than those already designated.

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
CJ G107 / HLED G107	September 2013	Maintain dual-listing
CJ G220 / ACCT G220	September 2013	Maintain dual-listing

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
CJ G032/033 PC 832	Add as CJ G 172/173 PC 832

CJ G032 and CJ G033 were retired during the last program review cycle, due to new market demand, the department has revised curriculum and created two new courses. The courses are now transferable to CSU.

**PROGRAM DATA AND ANALYSIS** (Items in black font are provided by ORPIE)

**SLO Assessments**

List of courses with ongoing assessment:

CJ G 046, 054, 055, 064, 065, 067, 078, 079, 080, 090, 091, 092, 095, 098, 107, 110, 123, 128, 137, 140, 141, 142, 146, 151, 152.

List of courses offered in the last 3 years that have not been assessed:



CJ G 046  
CJ G 055  
CJ G 092  
CJ G 095  
CJ G 098  
CJ G 115  
CJ G 130  
CJ G 137  
CJ G 146

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

Courses taught as professional development courses (046-098) should be assessed by the faculty teaching those courses. Courses for academic growth / transfer, should be evaluated by individual faculty. Department chair should develop a matrix to track specific SLO's / SLOA's.

#### Student Demographics (Headcount by Discipline)

- Gender      Female = 5,012      Male = 7,639
- Age
  - 19 or less = 28.8%
  - 20 to 24 = 33%
  - 25 to 29 = 13.7%
  - 30 to 34 = 8.7%
  - 35 to 39 = 6.5%
  - 40 to 49 = 7.3%
  - 50 or Older = 1.9%
- Ethnicity
  - American Indian / Alaska Native = 0.4%
  - Asian = 11%
  - Black or African American = 3.04%
  - Hispanic / Latino = 42%
  - Hawaiian / Pacific Islander = 0.8%
  - White = 37%
- Disability = 345 (3%)
- Economic Disadvantage = 5,843 (46.1%)
- Veteran = 668 (5.2%)
- Foster Youth = 168 (1.3%)

Comparison to GWC

Questions:

- How does your student population compare to GWC's general student population?

Our student population has shifted over the last six years and we serve more ethnic minority students than the College population. Our Hispanic student population went from 33% in 2009-10 to 49% in 2014-15. Our proportional population of Black/African-American students are similar or slightly higher than the College's Black/African-American student population. We also have a sizeable Veteran student population that is slightly higher in percentage than the College.

- Based on the trend that you're seeing, what type of adjustments would you make to your program?

As stated earlier, our discipline is tied to the overall economic climate of the Criminal Justice System. The ebbs and flows of these cycles affect our enrollments. We will continue to collaborate with the local communities that we serve, bring support to new recruits and students and engage with our student Veteran's.

### Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census: 972

Sections Offered (by CRN): Currently 34

Fill Rate at Census: 2009-2015 All sections, all semesters 89.7% average.

FTES/FTEF: 41.6 Average

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

We've increased sections to meet demands and to support the College's goals of meeting FTES targets.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

For now, we plan to maintain the same number of sections until the completion of the new building. We expect that there will be an increase in demand from the community and various agencies once the building is completed. We may have to increase sections to meet those demands during 2018-19 academic year.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

GWC Total (2009-2015): 39.6

Criminal Justice: 41.6

We have a high productivity rate in comparison to overall College average. GWC's average over six years is 39.6 and our average is 41.6

### Course Retention and Success

Overall: Success = 77.5% Retention = 92.8%

By Ethnicity:

Asian:	Success 75.8%	Retention = 91%
White:	Success = 82.4%	Retention = 93.1%
Hispanic:	Success = 71%	Retention = 90.5%
Black / African American:	Success = 71.7%	Retention = 88%
Hawaiian / Pacific Islander:	Success = 43.6%	Retention = 79%
Female:	Success = 76.5%	Retention = 92%
Male:	Success = 76%	Retention = 87%

Age: Total number of students by age in program. No data set for success / retention.

19 or less:	2,500 (28.7%)
20 to 24:	2,863 (33%)
25 to 29:	1,189 (13.6%)
30 to 34:	755 (8.6%)
35 to 39:	566 (6.5%)
40 to 49:	636 (7.3%)
50 or older:	172 (2%)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Asian and Hispanic students seem to have lower success rates than White students.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Determine if there are resources that these students would need in order to be successful. Collaborate with Equity workgroups to identify successful strategies.

## Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years.

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

Actual numbers are on par with expectations. We would expect a rise of degree awards in the area of the newly created AS-T Transfer Degree. This has become a popular option for our semester students. We would also like to note that we have awarded many other vocational certificates that are state mandated and relate to new employment and / or promotion.

Certificates : 380      Degrees: 172 (2009-2015)

**\*\*OTHER CERTIFICATES THAT HAVE BEEN AWARDED THAT LEAD DIRECTLY TO EMPLOYMENT OR PROMOTIONAL ADVANCEMENT BUT ARE NOT PART OF THE COLLEGE'S STATISTICS \*\***  
(2009 – 2016)

Specialized Investigator's Basic Course: 200

Dispatch Course: 656

Special Weapons and Tactics (SWAT): 415

Police Sergeant's Supervisory: 302

Civilian Supervisory: 91

Communication Training Officer: 72

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

N/A as we have about 90 completers per year in degrees and certificates in addition to other program completers such as SIBC, which is not reported in the College's overall statistics, in part because of Contract Education.

## Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

In 2014-2015 33% of our semester courses were taught by Full-Time Faculty, this is down from 60% in 2013-2014. 2015-2016 has dipped to 26% of courses being taught by Full-Time Faculty.

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

We believe that we excel in this area. Within the past year we have added many exemplary part-time faculty with many different specialty areas within law enforcement, corrections and courts. Many of our part-time faculty are working professionals or are recently retired. Several of our part-time faculty are Chief's of Police here in Orange County or are recently retired from that rank.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The ideal number of Full-Time Faculty for our department would be three, currently we have two and would need an additional faculty to enhance our program success.

## PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

We would like to see our new CJTC building completed and share it with the College community. Increase our ability to offer a wider variety of course offerings and serve a larger population. Implement the extended format for Police Academy

Expand offerings of PC 832 Laws of Arrest / Firearms, which enables prospective employees to gain licensure to gain employment in law enforcement / private security.

Increase FTES generation to support College's FTES target

Import the Expanded Basic Academy Course (Formerly at Fullerton College) to enable non-completers to finish and new recruits to enter.

- What areas does your program plan to improve?

We plan to expand our emphasis on fair and impartial policing

Increase our offering of advanced officer training courses

- What specific actions will you take to improve upon those areas?

Expanding course outlines to include fair and impartial policing and adding employment placing certification courses such as P.C. 832.

Continue to find new ways to interact with the community.

- How will you assess whether your program has accomplished those goals?

Enrollment will be one measurement. We would anticipate increased enrollment in the newly developed PC 832 course, in addition to the acquiring of the Expanded Basic Course.

## RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

With the development of our new facility we are not requesting anything at this time.