

Program Review, Analysis, and Planning

Department Name: Criminal Justice

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section?

The Regional Criminal Justice Training Center (RCJTC) at Golden West College has seen an increase in FTES/FTEF for the past three consecutive years. For 2017-2018 the college-wide average for FTES/FTEF per section was 33, the RCJTC was at 83.3 according to data by GWC research.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline?

One of the reasons our FTES/FTEF have increased is the improved economy, allowing police agencies to hire more entry-level personnel who are in need of basic training. We are now undertaking those training needs. The addition of PC 832 has also met a demand in the labor market for security/public safety personnel requiring training and certification by the State of California.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve?

Our population of Hispanic/Latinx students has remained steady and represents the largest ethnic/racial category of students. Both of our full-time faculty are Spanish speakers and have worked in traditional Hispanic/Latinx communities, understanding those cultural values. This understanding is observed and embraced by our students. Both of our full-time faculty are also athletic coaches, who serve teams that are multi-cultural. Many of our Instructors/Recruit Training Officers in the Basic Police Academy are also Spanish speaking.

4. How does your program course success rate compare to GWC's overall course success rate?

The program course success rate in the RCJTC stands at 84.9% for 2017, compared to 72.2% for the college overall.

Noteworthy, is that during this review cycle we were advised by the Commission on Peace Officer Standards & Training (POST) that our Police Academy's (referred to as the Recruit Basic Course, RBC) success rate was ranked #1 in the state. POST's success criteria are based on successful completion of the academy and whether or not the recruit was hired by a policing agency. In addition, POST evaluates if the officer passed the POST mandated Field Training Program, the employing agency's probationary period and whether or not the individual was still employed as a peace officer 5 years after academy graduation.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success?

For year 2017-2018 our success rates amongst all groups were solid. Asian race/ethnicity was the lowest at a 78.5% success rate. The average success rate for tracked racial/ethnic categories for the RCJTC is 84%. We continue to emphasize community policing, cultural diversity and character development in our curriculum. Our staff focuses on developing critical decision making skills, while teaching life lessons. Our staff is constantly training and reviewing new issues as they arise regarding civil unrest, race, ethnicity, sexual orientation and other social justice issues. Many of our instructors are “real world” professionals that deal with these issues in fluid environments on a daily basis. We sincerely believe that our students appreciate this approach as demonstrated by their instructor and program evaluations.

6. Does your department confer a degree or certificate? What is your department’s plan to increase the number of students receiving degrees or certificates?

The RCJTC offers several educational degrees and certificates. Our most popular is the AS-T degree which has really taken off here at the college. In our first year of offering the degree (2015-2016), 34 students were awarded. In 2017-2018, 74 were awarded. It should also be noted that the implementation of the AS-T degree program and issuance has resulted in a decline in the issuance of our standard Criminal Justice AA degree. In 2013-2014, the college awarded 37 CJ-AA degrees, whereas in 2017-2018, only eight were awarded. Certificates as a whole have increased by at least ten on an annual basis between 2015-2018, with 80 certificates being awarded in 2017-2018, as compared to 45 in 2015-2016. We are examining the future of our departmental CJ-AA degree and taking into consideration the decrease in participation, and the difficulties we have encountered when trying to fill courses with that emphasis.

7. Are students transferring to four-year institutions from your program? What is your department’s plan to increase the number of students transferring to a four-year institution?

Many of our students are transferring to four-year institutions. Between 2015 and 2017, we had 72 students transfer to four-year institutions. There was no data set for 2017-2018. We plan to continue to offer and expand the AS-T degree which assists with students transferring to four-year institutions.

8. Did you complete the two-year program review requirement for CTE? If no, why not?

Yes. There are a variety of review mechanisms in place. Some are program specific, but applicable to the Criminal Justice department as a whole. The following are some of the review mechanisms:

- Regularly scheduled RBC Executive Advisory Committee Meetings.
- Specialized Investigators Basic Course (SIBC) Executive Advisory Committee Meeting scheduled minimally once per fiscal year.
- During the planning and construction stages of the new facilities, a number of stakeholder/training partner meetings were held to gain community/industry input.
- Continuing and new grant awards/management and applications.
- POST Certification review prior to the start of each POST certified course.

- POST Tri-annual Basic Course Certification Review (BCCR)

9. Did your department complete all course SLOs assessment?

No. We have completed a high number of SLO course assessments in our semester programs. However, some of the courses have either been retired and/or are no longer offered, yet are still showing active in the system. These courses in particular did not have SLO assessments completed. We have also been re-writing curriculum through CCI for various courses to consolidate the number of SLOs. Evaluation of course SLOs in our Continued Professional/Advanced Officer Training courses are certified and evaluated by POST.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

The POST tri-annual Basic Course Certification Review (BCCR) was successfully completed during this review cycle. During the BCCR, representatives from POST thoroughly review and evaluate our academy programs which includes, but is not limited to the review of course outlines, lesson plans, policies and instructor resumes. As a result of this review, our course outlines were identified by the certification team as a procedure and document completed in “best practice”.

In addition to the review of our academy programs and their associated course outlines, significant work has been completed in general course outline review, including: re-writing curriculum for both academy programs, updating AS-T courses, writing new curriculum, retiring old courses and completing minor course revisions. There are additional course outlines that are in need of review and courses are being targeted for certificate program creation.

We did not review all of our course outlines of record in the last six years. We did complete significant work in this area but work to be done still remains. As curriculum at the College is faculty driven, faculty are required to write the proposal and changes. Our division has two-fulltime faculty, one of whom also serves as the Chair, resulting in limited resources. Both faculty teach a full 15 LHE load in addition to other duties.

To review all of the course outlines would be impossible for The Department Chair to do it all on their own, even working at it full-time. We have over 28 course outlines in the system. These need to be reviewed two at a time, takes about six to eight weeks for review. Once that is done two more can be placed into the queue. So this is a revolving review on a constant basis over the 6 years. In addition, new projects get in the way: Re-Write SIBC, RBC (State Audit), Create new POST Training Managers course, Re-Write PC 832, Create Associate for Transfer Program, Re-Write all Certificate and Degree Programs Etc.; had to get the process started for the POST Grant.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Since our last program review cycle, the new Regional Criminal Justice Training Center facility has been completed. This 37,000 square foot building has allowed us to develop and grow, fostering partnerships with many Orange County/Los Angeles County law enforcement agencies. In addition to the opening and utilization of our new facility, the RCJTC has had many exciting achievements. Both of our professional academies were updated in CCI and we have also begun new course offerings in Penal Code 832 (40 Hours). From this course, students are immediately eligible for professional employment and promotion. Our enrollment is up, along with course offerings and retention rates. FTES are also up, while a majority of the campus has declined.

Highlighted RCJTC Achievements:

- 16 Basic Police Academy Class graduations have been completed along with a re-evaluation of the programs curriculum and an increase in units for both academy programs. In addition, the RCJTC successfully completed the POST BCCR and continued certification of POST training programs.
- RCJTC has been selected as a grant recipient for POST's Innovative Grant Program, which is a \$200,000 training initiative for Use of Force and De-Escalation Training and Cultural Diversity and Implicit Bias Training. In addition to the POST grant, the RCJTC has also been awarded funding for a multi-year grant with the OC Health Care Agency for Crisis Intervention Training \$749,000.
- Increase in certificates of achievement and awards of the AS-T degree in Criminal Justice and an overall increase in enrollment and FTES.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Grow Credit / Non-Credit.
- Create a pathway program for outreach to High School Students (Cadet Academy, Forensics Competition, CJ Club).
- Dispatcher Program State Certification of Certificate.
- Expand exposure to AS-T.
- Develop ideas from awarded POST Grant into a new certificate program for active LEO.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?	
<p>Goal 1: Prepare students to enter the field of criminal justice by gaining theory and practical based education.</p>	<p>Our primary tool to measure this outcome will be certificates / degrees awarded.</p>	<p>Continue to reach out to feeder high schools and regional criminal justice/public safety agencies.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization
<p>Goal 2: Help those already employed in the criminal justice profession advance in their careers through continued education/training.</p>	<p>Enrollment and awarded certificates of completion.</p>	<p>We continue to add to the range of in service training we offer. We are also in the early stages of creating new certificate programs.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization
<p>Goal 3: Assist the community, College and students by instruction based on the six pillars of character created by the Josephson Institute of ethics.</p>	<p>We will use completion rate as a primary measure. Many of the courses we offer require an intense focus and attention to detail. We believe the six pillars assist in achieving success in rigorous training.</p>	<p>Continue to train our trainers to place emphasis on the six pillars as part of their instructional assignments.</p>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization

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Goal 4: Identify appropriate non-credit courses that can be developed and delivered.	Number of non-credit courses that have been successfully developed and delivered. Student success numbers and FTES generated.	Seek and obtain the necessary funding/resources.	<input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement
Goal 5: <u>Grant management</u>	Meet or exceed grant award agencies definition of successful grant management to include course success criteria.	Facilitate open communications with grant award agencies and regional training partners.	<input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement	<input checked="" type="checkbox"/> Resource Optimization