Part 2 – Comprehensive Program Review Fall 2009

Program Name: **P.O.S.T. Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The goals of the P.O.S.T. program were

1. to increase student access to courses ;
2. improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

P.O.S.T. Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 141	124	120	156	400	100	180	93	373		44	46	90	20	44	17	81	944
AJ 142		22	19	41													41
AJ 143	6			6													6
AJ 144							12	12									12
Total	130	142	175	447	100	180	105	385		44	46	90	20	44	17	81	1003

P.O.S.T. Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 141	2	1	3	6	2	3	3	8		1	1	2	1	1	1	3	19
AJ 142		1	1	2													2
AJ 143	1			1													1
AJ 144							1	1									1
Total	3	2	4	9	2	3	4	9		1	1	2	1	1	1	3	23

P.O.S.T. Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 141	248%	480%	208%	267%	200%	240%	124%	187%		176%	184%	180%	80%	176%	68%	108%	199%
AJ 142		88%	76%	82%													82%
AJ 143	24%			24%													24%
AJ 144							48%	48%									48%
Total	173%	284%	175%	199%	200%	240%	105%	171%		176%	184%	180%	80%	176%	68%	108%	174%

P.O.S.T. Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ141	66%	80%	76%	74%	64%	77%	72%	71%		73%	87%	80%	70%	68%	78%	72%	74%
AJ142		67%	65%	66%													66%
AJ143	100%			100%													100%
AJ144						80%	92%	86%									86%
Avg.	83%	73%	70%	76%	64%	78%	82%	77%		73%	87%	80%	70%	68%	78%	72%	76%

P.O.S.T. Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
AJ141	77%	83%	78%	80%	78%	94%	87%	87%		95%	91%	93%	80%	86%	78%	81%	84%
AJ142		81%	70%	75%													75%
AJ143	100%			100%													100%
AJ144						80%	92%	86%									86%
Avg.	89%	82%	74%	82%	78%	87%	89%	86%		95%	91%	93%	80%	86%	78%	81%	85%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	POST	AJ141	1	24	16				7	14	62	41	66.1%	77.4%
200710	Fall	2006	POST	AJ143	3	3							6	6	100.0%	100.0%
200715	Win.	2007	POST	AJ141	1	6					1	2	10	7	70.0%	80.0%
200720	Spr.	2007	POST	AJ141	3	24	5			1	6	11	50	32	64.0%	78.0%
200810	Fall	2007	POST	AJ141	6	15	3				1	5	30	24	80.0%	83.3%
200810	Fall	2007	POST	AJ142	6	8			1	1	1	4	21	14	66.7%	81.0%
200815	Win.	2008	POST	AJ141	1	10	4			4		3	22	15	68.2%	86.4%
200820	Spr.	2008	POST	AJ141	10	32	27		6	8	2	5	90	69	76.7%	94.4%
200820	Spr.	2008	POST	AJ144	9	3						3	15	12	80.0%	80.0%
200830	Sum.	2008	POST	AJ141	1	7	8			5		1	22	16	72.7%	95.5%
200910	Fall	2008	POST	AJ141	28	21	10			1	1	17	78	59	75.6%	78.2%
200910	Fall	2008	POST	AJ142	2	10	1				1	6	20	13	65.0%	70.0%

200915	Win.	2009	POST	AJ141		10	4					4	18	14	77.8%	77.8%
200920	Spr.	2009	POST	AJ141	4	32	20		3	7	2	10	78	56	71.8%	87.2%
200920	Spr.	2009	POST	AJ144	6	5						1	12	11	91.7%	91.7%
200930	Sum.	2009	POST	AJ141	4	8	8			1		2	23	20	87.0%	91.3%
					85	218	106		10	28	22	88	557	409		

P.O.S.T. Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 141	12.8	29.1	20.2	62.2	9.1	18.6	58.1	85.8		3.7	13.7	17.4	5.3	8.5	4.7	18.6	184.0
AJ 142		14.1	7.9	22.0													22.0
AJ 143	3.1			3.1													3.1
AJ 144							7.0	7.0									7.0
Total	16.0	43.2	28.1	87.3	9.1	18.6	65.1	92.8		3.7	13.7	17.4	5.3	8.5	4.7	18.6	216.1

P.O.S.T. Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
AJ 141	0.5	0.2	0.7	1.4	0.5	0.7	0.7	1.9		0.2	0.2	0.5	0.2	0.2	0.2	0.7	4.4
AJ 142		0.7	0.7	1.3													1.3
AJ 143	0.5			0.5													0.5
AJ 144							0.9	0.9									0.9
Total	0.9	0.9	1.4	3.2	0.5	0.7	1.6	2.8		0.2	0.2	0.5	0.2	0.2	0.2	0.7	7.1

P.O.S.T. Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	200	2008	2009	Avg.	200	2008	2009	Avg.	

									7				7				
AJ 141	27.5	124.8	28.9	44.4	19.6	26.6	83.0	46.0		15.8	58.8	37.3	22.7	36.6	20.3	26.5	41.5
AJ 142		21.1	11.8	16.5													16.5
AJ 143	6.7			6.7													6.7
AJ 144							7.8	7.8									7.8
Avg.	17.1	48.0	20.6	27.3	19.6	26.6	40.7	33.6		15.8	58.8	37.3	22.7	36.6	20.3	26.5	30.3

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   Student learning outcomes for the POST program curriculum are determined at the state level and are embedded within the core curriculum. Students are constantly tested and measured against these outcomes and are not certified to have completed the course unless they meet the established outcomes.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

   The POST program has shown tremendous growth over the past three years. Instructors have consistently overenrolled these classes and we have been able to add additional course sections at the last minute and fill them.

   Due to the nature of the POST curriculum student retention and success rates are tied together. Unlike traditional courses, the POST curriculum does not allow unsuccessful students to continue with the course past a certain point. If the student does not successfully complete a particular module of the course curriculum they are disenrolled. Since these courses require a significant monetary and time commitment on the part of the students, we experience a very high completion and success rate.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   The POST Law Enforcement Training Program offers a P.O.S.T. certification for the completion of the AJ 141: Arrest and Control/Firearms, a PC 832 compliant course. This course is an introduction to law enforcement training for the beginning student. It provides training in POST Learning Domains as well as Defensive Tactics and Arrest and Control Tactics at the basic level. Our program also offers the Firearms portion of the training, which are not always available at all training centers.

   We also offer P.O.S.T. certification for completion AJ 142: P.O.S.T. Level III Reserve Officer Training Program and AJ 144: POST Level II Reserve Officer Training Program. These programs provide the training for Reserve Law Enforcement Officers and meet the California State requirements through the California Commission for Peace Officer Standards and Training (POST) for all law enforcement training programs. These two programs are designed for the student to take in progressive order, from the Level III to the Level II course, thus providing an ever increasing skill and knowledge base for the future law enforcement professional. These courses provide training in POST Learning Domains as well as Defensive Tactics and Arrest and Control Tactics at the basic to intermediate levels. These courses also offer Firearms training and skill development to the intermediate level, as well as driving courses that qualify under the Emergency Vehicle Operations Course (EVOC) requirements. And specific scenario training is also provided to test the students' ability to put into practice what they have learned in a series of real world and controllable exercises.

   There is currently one full-time faculty member teaching in this area, as well as 2 adjunct faculty members and numerous subject matter experts teaching a variety of learning domains within their specialty. The program is vibrant and growing. The Fall 2009 AJ 142 class was the largest class in the number of students enrolled and completing the class successfully in the college's history. In fact, in the Fall 2009 semester all of the POST classes offered were full or close to capacity in the number of students in attendance. The instructors are current in their knowledge of the subjects being taught and the new POST Coordinator monitors each class on a regular basis to ensure the curriculum is current and the Adjunct Instructors are up to date in their teaching methods. And a full curriculum review is currently underway.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Because of the current economic climate, student interest in POST classes is increasing dramatically. For the first time ever, during the Spring 2010 semester we will be offering two POST courses concurrently. Courses are filling faster and the number of students trying to crash is increasing.

Our department recently handled a grant for Protective Services Technician training through a work development program. This program incorporated several independent classes into one multi-discipline program which was implemented and completed during this term. It was highly successful and is forecast to be re-funded for the future.

3. List any significant issues or problems that the program is immediately facing.

Because of the nature of the POST curriculum, we are going to need to hire a full-time POST dedicated instructor if we are to meet the needs of the existing program and expand to a complete police academy. POST curriculum is determined by the state and courses have major hour and unit commitments. For example, the Level III course, the shortest of the three courses, provides 10 units of student credit. Thus, teaching only one of these courses meets the entire load of a part-time instructor and 2/3 of the load of a full-time instructor. The Level II and Level I classes are longer still and exceed the number of hours that a part-time instructor can teach. Without a full-time POST instructor we cannot expand this program to become a full service police academy as we have been tasked to do.

Shortage of classroom and activity space is limiting the number of classes we will be able to offer.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire an additional full-time faculty member for the POST program.	Employment data	Fall 2010
Improve student success rate through: • SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data	Spring 2011
Implement a physical training program to improve upon the ability of students to complete the Level I course	Physical Assessment testing	Spring 2010
Develop and implement a POST Level I training course	Course schedule	Spring 2012
Develop and implement a POST Modular Academy program	Course schedule	Spring 2012
Establish a dedicated facility for the public safety program that incorporates classroom and activity space	Facilities review	Fall 2015

The AJ-146 Basic Traffic Accident Investigation is being evaluated and will be re-designated as a 200 level course. The addition of a POST Level I Reserve class is being finished and will be offered in the next school cycle. The evaluation and addition of several 200 level courses are being studied for implantation into the curriculum.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Spring 2010	Initial SLO's identified – AJ 141, AJ 142 & AJ-144

	SLO Assessment – AJ 141 & AJ 142
Fall 2010	Assessment Evaluation & Modification recommendations – AJ 141, AJ 142 & AJ-144 Initial SLO's identified – AJ 141, AJ 142 & AJ-144 SLO Assessment – AJ 141, AJ 142 & AJ-144
Spring 2011	All SLO's identified – AJ 141, AJ 142 & AJ-144 SLO Assessment – AJ 141, AJ 142 & AJ-144 (randomly selected sections) Assessment Evaluation & Modification recommendations – AJ 141, AJ 142 & AJ-144 Begin integration into GE SLO plan
Fall 2011	SLO Assessment – AJ 141, AJ 142 & AJ-144 Assessment Evaluation & Modification recommendations – AJ 141, AJ 142 & AJ-144 Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Spring 2012	SLO Assessment – AJ 141, AJ 142 & AJ-144 (randomly selected sections) Assessment Evaluation & Modification recommendations – AJ 141, AJ 142 & AJ-144 Assessment evaluation & modification recommendation - GE Program
Fall 2012	SLO Assessment – AJ 141, AJ 142 & AJ-144 Assessment Evaluation & Modification recommendations – AJ 141, AJ 142 & AJ-144 Assessment evaluation & modification recommendation - GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   The hiring of additional full-time faculty members for the POST program is critical in our ability to fully handle the courses and curriculum we would like to offer to our students. These courses have been identified by the community as being needed and we are implementing the necessary programs and training to meet those needs. Additionally, the need for permanent teaching space is vital to being able to conduct these classes. This includes traditional semester based programs and non-traditional short term classes requested by the community. Without the space or the faculty we will be delayed in our ability to present these programs to the community that has requested them.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the POST program is going to find it increasingly difficult to meet the needs of our students.

As overall college enrollment increases, there is a greater demand for the required courses within the program. Currently we employ 1 full-time faculty members in the POST program. In addition, we have utilized Adjunct Faculty to cover the classes and course work normally handled by full-time faculty members. Additionally, it is difficult to recruit qualified adjunct faculty. The minimum qualifications to teach require a person to have been employed in good standing with a law enforcement agency and possess a degree. This adjunct faculty member must also be available during the days and times required by the class schedule, and this unfortunately a difficult and limiting factor in the Imperial Valley. A Subject Matter Expert may be utilized for certain courses or Learning Domains, but this becomes unattractive because of the limited number of these specialized types of instructors.

A significant challenge we are facing is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in the POST programs. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The Administration of Justice program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

The budget drives what programs we can offer. Classroom space was already at a premium and now with extended campuses closing, we are in need of even more space to hold the classes being offered right now. The need for dedicated space in which to hold all the courses we could offer is critical and the most limiting factor in our ability to fulfill our mission.