A. Criminal Justice Training Center Program Review
   1. Program Evaluation and Planning Team Members: Greg Miraglia, Todd Dischinger, Steve Tibbetts, Jan Myers, Art Wegner
   2. Verification Team Members: Loi Nguyen, Linda Schoppert, Lynda Mongcr, Kate Benscoter, Sonia Wright

B. Statement of Completion
   1. The report is complete and accurate.
   2. Analysis and interpretation of data are in the body of the report.
   3. SLO matrix is complete
   4. The SLO and performance tasks are completed in the Program Outcome Guide.
   5. The Unit Plan is complete
   6. Necessary schedules are complete

C. Strengths of the Program
   1. Strong Peace Officer Standards and Training (P.O.S.T.) connection partnership which provides updates and funding.
   2. Faculty and staff dedicated to student success.
   3. Instructors with current, real-life experience benefit the students
   4. In-depth orientation for students prior to starting the program aids in educating and advising potential candidates of future expectations.
   5. On-line orientation is convenient to students.
   6. Entry exams assist in preparing the under-prepared student.
   7. Continue to deliver the program in innovative ways.
   8. Excellent use of current technology, i.e. simulator, computer lab.
   9. Technical materials and resources are current and updated regularly, which includes up-to-date computer technology.
   10. Strong community involvement through Advisory Committee and needs assessments.
   11. Program provides excellent candidates to local agencies.
   12. Ethics curriculum addition will enhance the quality of students completing the program.
   13. Program conducts graduate follow-up surveys with the students and employers for continued improvement of the program.
   14. Program conducts fund raising to purchase needed items for students/program.
   15. Award winning program.

D. Areas for Program Improvement
   1. Developing long range plan (10-year) for replacement of high cost equipment.
   2. Provide adequate staffing; FT program coordinator.

E. Summary of Verification Team Recommendations
   1. The team was very impressed with the cooperation and connections the program has with the professional community. This has garnered them equipment and supplies, as well as enrollments for on-going training from
the local professional employers. That said, the program should implement a long range plan for expensive equipment replacements such as simulators, vehicles, and laptops, which could assist the program in preparing the campus or a donor of the future program needs.

2. It would be helpful if the paralegal program options for students were clarified campus-wide.

3. The program should continue to evaluate the anomalies that seem to occur with summer success rate numbers.

4. The program should explore ways the college could continue to provide adequate coordinator staffing beyond 2007.
1. **Mission**

   A. Program Mission Statement

   The mission of the Criminal Justice Training Center is to provide its students the highest quality training possible. We strive to provide the best opportunity for students' success in meeting basic and advanced training requirements and for enhancing job performance.

   The Criminal Justice Training Center staff is committed to promoting student success through a positive and supportive learning environment using a variety of approaches that develop individual character, self-confidence, self-discipline, and critical thinking skills.

   We recognize the critical role and responsibilities of the Justice System in today's society and will continue to maintain the highest ethical and performance standards to meet the needs of our community.

   B. The program falls within one or more of the following categories (check all that apply):

   - [ ] Transfer/Degree
   - [x] Vocational
   - [ ] Remediation
   - [ ] Non-Credit/Community Services

2. **Curriculum and Instruction**

   A. Review the course outline data and assess the following:

   - Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
   - Appropriateness of courses to the program.
   - Appropriateness of current pre- and co-requisites and recommended preparation.
   - Appropriateness of the degree and certificate requirements.

   The WEBCMS data relating to Paralegal program courses (PLEG) and Criminal Justice Training courses (CJT) is grossly inaccurate. Most of the errors involve course status (many classes are indicated as being inactive when, in fact, they are still active). According to WEBCMS, all of the Paralegal courses were last updated in 1995. There is no doubt that the entire program needs a thorough review. Because there no full-time faculty member working in this program, a review will have to be coordinated by the Academy director. Our goal is to have a revision for every Paralegal course submitted to the curriculum committee by the fall of 2006.
This fall the Public Safety Dispatcher course (CJT296), Recertification course (CJT297), and Law Enforcement Skills course (CJT302) were all updated and approved by the college Curriculum Committee. Proposals to delete two CJT courses no longer being presented have been submitted to the Curriculum Committee this fall. In addition, a proposal to revise the 9-1-1 dispatcher certificate program has also been submitted to the Curriculum Committee for review this fall. P.O.S.T. (California Commission on Peace Officer Standards and Training) is implementing changes to the curriculum for the Basic Police Academy (CJT200), effective January 2006. This course will be revised and submitted to the Curriculum Committee later in 2006. Aside from correcting the status of CJT courses, in WEBCMS, the curriculum is current.

Last year, three new courses in corrections were developed and approved by the college Curriculum Committee. Next spring, we will submit a new state Corrections Academy to the committee for approval. All of this work is being supported by the CDC/CCCCO grant. We anticipate reviving the Corrections certificate and will be working closely with the Social Sciences Division, which currently oversees the Administration of Justice degree and certificate.

All courses offered by the Criminal Justice Training Center are reviewed and approved by the CJTC Advisory Committee prior to submission to the college Curriculum Committee. The Advisory Committee’s review includes course content, performance standards, and any recommended pre-requisites. All of the courses currently in the curriculum have recommended and required pre-requisites that are either currently required by law or that have been reviewed and approved by the Advisory Committee.

Graduates of the Basic Police Academy automatically qualify for a certificate in law enforcement because of the quantity and depth of the instruction provided in the Basic Police Academy. This continues to be an appropriate level of study warranting issuance of a certificate. The Paralegal program includes a certificate option requiring students to complete 30 units of study, including 6 core courses and 4 electives. Students may also apply this work toward an Associates Degree in Administration of Justice with a concentration in Paralegal Studies. Because the paralegal program is not currently certified by the American Bar Association, the certificate is an important achievement for students in seeking employment.

B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix (attached).
- What timeline have you established for developing course-level student learning outcomes?

Student Learning Outcomes are being developed for the Paralegal program, 9-1-1 Dispatch certificate program, and Basic Police Academy program. Input was solicited from the CJTC Advisory Committee and program faculty (See attached SLO matrix). As the new Corrections program is developed, a separate set of student learning outcomes will be developed.

Every course certified by P.O.S.T. has a list of learning objectives established as part of the certification process. There are over 1000 learning objectives for the Basic Police Academy. These are all established by P.O.S.T. and required for all police academy programs in California. Part of the P.O.S.T. certification review process,
completed every 3 years, includes an inspection of records and processes to ensure our program is truly meeting all of the learning objectives required by P.O.S.T.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other: performance feedback from field training officers after a student is hired

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?

To date, no learning outcomes have been formalized for any Criminal Justice Training Center program. However, all CJT classes have learning objectives that are either established by the Training Center and approved by P.O.S.T. or that are required by P.O.S.T. and exist as a statewide standard. Student performance is assessed using written examinations, manipulative skills tests, and role-play scenario tests. Success rates vary depending on the course, but in all cases exceed 80%.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  
Not applicable

- An accreditation standard requires that the institution make public expected learning outcomes for its degree and certificate programs. In what ways are the program's expected learning outcomes made public? Check all that apply:
  - Syllabi
  - Catalog
  - Brochure
  - Articulation/Transfer agreements
  - Website
  - Other ______________________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Paralegal instructors are required to submit a course syllabus to the Paralegal Coordinator at the beginning of each semester. The syllabus is reviewed to ensure the course truly matches the requirements as specified in the course outline of record. CJT courses are largely regulated by P.O.S.T. Instructors are required to submit a three-part
expanded course outline that includes a description of how all required learning activities are to be conducted. The coordinator responsible for supervising the CJT course reviews the outline to insure it meets the requirements of any P.O.S.T. training and testing specification. In addition, we are required to submit an expanded course outline, hourly distribution, and instructor resumes to P.O.S.T. in order to have any course we present certified. We periodically review the course outline of record to insure that it is consistent with P.O.S.T. mandated curriculum for all CJT classes.

D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

Program coordinators are responsible for supervising instructors to insure that their classes meet the rigors of the course outline of record. This is accomplished by making periodic classroom visits, reviewing feedback collected from students, and reviewing course syllabi and expanded course outlines submitted by instructors.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program's students?

The instructional skills training that our instructors receive includes a discussion of how to employ a variety of adult learning methodologies to address the needs of various learning styles. This includes a consideration of how cultural and gender differences impact learning. The Mission Statement, Values Statement, and Educational Philosophy all include a commitment to putting the needs of students first. The contents of these documents are shared with our faculty regularly.

In the Basic Police Academy, students are given a handbook well before the start of the class and are asked to sign an agreement to follow the rules and regulations of the program. All of the performance standards and program requirements are clearly identified. This handbook is updated annually.

When a student fails a required test that, by regulation, causes a student to fail a course, the CJT staff meets to carefully analyze what caused the test failure. We look carefully at the initial instruction, remedial instruction, test content, and test administration procedures. Our practice is to, whenever in doubt, always give the student the benefit of the doubt. We are committed to helping students be successful in every training endeavor, but we do not compromise our standards for the sake of graduating a higher number of students.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program's students?

See above

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable

H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Unit Plan, as needed.
3. **Student Success and Equity**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Data from classes offered by the CJTC was available and reviewed in two groups. The first group includes all paralegal classes (PLEG). Over the last eight semesters, 71.6% of the students starting a paralegal class successfully completed it. There was little difference in the success rate of either gender. African-American students accounted for approximately 11% of the total student population and had the lowest percentage of success (approximately 53%). Asian/Pacific Islanders were more likely to be successful (approximately 80%), but accounted for the second smallest population (5%). The majority of students who enrolled in paralegal classes were white and had a success rate consistent with the average for all paralegal classes. All paralegal classes are presented at night during the week. The vast majority of paralegal students are over 30. The overall rate of success for paralegal students is higher than the college average.

The rest of the classes offered by the CJTC include pre-service and in-service law enforcement courses (CJT). There was no real disparity in results by the race/ethnicity of those students who successfully completed a CJT course. Approximately 60% of the students were white. Hispanic students accounted for approximately 12% of CJT students. Females were more likely to successfully complete a CJT course (85.5%). 79% of the males successfully complete a class.

Approximately half of the student population who took a CJT course were self-sponsored, meaning that the student pays their own way through the program. Most of these classes are semester length or longer courses including the basic police academy that spans 22 weeks in the intensive format and 8.5 months in the extended format. 82.3% of the students who take these courses successfully complete them. This is a notably higher average than in most other areas of the college. It is important to note too that an overall average score of 80% is required to complete a CJT class. The other half of the student population includes students who are being paid by their employer to attend classes. Most of these classes are short-term in-service advanced courses that are 8 to 40 hours in length. It is not surprising that 100% of the students who take these classes successfully complete them.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

The CJTC is committed to student success. This commitment is evident in our Mission Statement, Value Statement, and Educational Philosophy. More importantly, all members of the CJTC staff work toward student success in the classroom and regard students as individuals. We strive to provide individual support, remedial instruction, and counseling whenever possible.

The Basic Police Academy (CJT200) is the largest, most expensive, and most extensive program offered by the CJT. Students invest $2500.00 in course fees for registration and materials. There are over 85 must-pass tests, including 29 written exams, 22 role-play scenario tests, 13 report-writing tests, and an array of other manipulative skills tests. If a student fails one of these exams, they are provided with remedial instruction and given one chance to take a second exam. If the student fails the second exam, the student...
fails out of the course. The lowest passing score for these tests is 80%. Some of the written exams have minimum passing scores of up to 88%.

To better ensure that students are fully prepared for the academic and physical rigors of the basic police academy, we ask students to demonstrate readiness before starting the program. Academic readiness can be demonstrated by one of three ways.

1. Possession of a college degree (A.A. or higher)

2. A high school GPA of 3.0, with course work including math higher than algebra II or three years of foreign language.

3. Passing the P.O.S.T. Entry-Level Peace Officer Reading and Writing Exam and achieving a T-Score of at least 40 within the last year (This score has been validated by P.O.S.T. to best predict success in a basic police academy program).

Physical readiness is assessed using a P.O.S.T. standardized agility test that includes running 1.5 miles within 17 minutes, performing 17 push-ups within 1 minute, and performing 25 sit-ups within 1 minute.

If students are not able to pass one of the above tests, we provide them with individual guidance on how to best prepare. We’ve found that this assessment process has been highly successful in reducing the number of students who fail out of the academy program. This has been especially true in the area of physical fitness. It is now very rare for a student to fail out of the basic police academy because the student cannot pass one of the final physical agility tests.

We have identified that up to 10% of students who first enroll in a basic police academy class resign voluntarily within the first three weeks of the program. The reason usually given by a student includes that the student didn’t know what to expect from the program. Because there is usually a waiting list of students at the beginning of every class who are turned away, every resignation is twice as bad especially since every seat in a basic police academy class is capable of earning the college 1.7 FTE. To combat this problem, we developed a pilot Pre-Academy Preparation Course that is 24 hours in length and includes a thorough overview of the basic police academy program. Students are given a variety of assessment tests, including those described above. In addition, we utilize the college’s writing center to administer a battery of writing skills assessments. Our goal is reduce the number of voluntary resignations by half over the next year. We also redesigned our orientation package and now give each student who submits a deposit for the program an interactive CD ROM that provides a complete overview of the academy and all of its requirements.

All other CJT and Paralegal classes are open enrollment classes and have no formal pre-class assessment beyond those assessments offered by the college. Paralegal instructors have expressed concern about the lack of writing skills in paralegal students, but this concern is consistent with those expressed college-wide. There does not appear to be any special need to establish course prerequisites to address these issues at this time.

C. What has the program done to formalize links with support services for students?

The CJTC fully utilizes the support services of the college to help students succeed. It is not uncommon to help a student in the basic police academy discover for the first time that they have a learning disability. We use the learning center and writing skills center regularly to help students in this area. One of the greatest new student support services
is the student health center. A pre-requisite for two of our larger programs requires that students get a medical clearance before participating in the program. The college’s health services center is able to provide a complete fitness screening at no cost to the student. We also refer students who are injured while participating in one of our classes to the health services center for treatment.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.

The entire instructional staff of the CJTC is part time. Since all of the courses we offer are vocational in nature, it is ideal to have working subject matter experts as instructors. Students also benefit greatly by having a variety of instructors who bring a range of experience and teaching styles to the classroom.

The CJTC employs 14 graduates of the P.O.S.T. Master Instructor Development Program. This is a year-long instructional design and delivery program equivalent to a Masters Degree program. There is no other training center in California with more Master Instructors than ours. In addition, every instructor teaching in a CJT course must complete a 40-hour P.O.S.T. certified instructional skills course. This certification requires instructors to update their subject matter expertise and instructional skills every three years through a recertification process. Our training center was the first in the state to have 100% of its instructors certified under this program.

The paralegal program is small and would not support a full time faculty member. For the reasons noted above, it is ideal to utilize part time instructors to teach paralegal classes. All of the paralegal instructors have some level of formalized instructor training. Two of the regular instructors also teach in the basic police academy have completed the P.O.S.T. instructional skills course noted above.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

The paralegal program offers a certificate in Paralegal Studies and allows students to apply units to an Associates Degree in the Administration of Justice. Approximately 10% of the paralegal student population earns a paralegal certificate each year. Basic police academy students are eligible to earn a certificate in law enforcement upon graduation from the program.

NVC was the first college to develop a local certificate option specifically for 9-1-1 dispatchers. This certificate was designed to attract working dispatchers back to college and to support an industry trend of establishing 9-1-1 dispatchers as law enforcement professionals. Certificate applicants must complete the basic dispatch course, 2 Administration of Justice classes, 1 computer-related class, and 1 physical education class.

There is no clear source of data or a specific process to track students once they leave one of the CJTC programs. This year we developed an electronic form (http://www.nvccjtc.org/nvcfollowupsurvey.html) that will attempt to follow-up with students one year after graduation from the basic police academy. The survey will identify where the student got a job and will solicit feedback on how the basic police academy prepared them for on-the-job training during their first year of employment. We have conducted unofficial surveys on basic police academy graduates and estimate that 80% of the graduates find employment in the law enforcement field within three years of graduation.
We do regularly receive feedback from the CJTC Advisory Committee, local law enforcement agencies, and local law firms on the performance of our students on the job. We also have a survey form on our website that allows agency on-the-job trainers to give us feedback on trainee performance (http://www.nvccjtc.org/nvcftofeedback.html). We have a goal to meet with groups of on-the-job trainers from different law enforcement agencies at least twice per year to collect feedback.

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Unit Plan, as needed.

- These are the specific goals in our unit plan related to student success.
- Revise the orientation process for basic academy students. (7)
- Develop a short-term pre-academy preparation course. (6)
- Develop a retention program to support students through the first four weeks of the police academy. (7, 15)
- Develop a feedback and evaluation system for the basic course. (11)
- Develop a process of tracking student employment. (11)

4. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollment in paralegal classes has grown steadily since 2002. The numbers dropped suddenly in the Spring 2005 Semester for an unknown reason. The enrollment increase is attributed to a strong marketing effort that included development of a webpage, the design and production of a new program brochure, and some community outreach. The market for paralegals remains constant with no identifiable trends up or down.

Enrollment in CJT classes is steady. Despite the loss of the Fish and Game Academy program (which included a large number of CJT302 courses), the training center has maintained a stable enrollment. We currently offer 4 basic academy classes each year. Typically, there is a waiting list of five to ten students up to three months before the start of each class.

The direction of the economy does impact enrollment in the basic police academy and basic dispatch course depending on how the economy goes. When the economy is strong, there are more job vacancies within local law enforcement agencies. When the economy is weak, there are more unemployed persons who look for new careers. Enrollment in advanced skills classes does suffer during weak economic times because employers do not have funds to pay for in-service training. However, P.O.S.T. requires officers and dispatchers to attend training regardless of the state of the economy. There will always be a population of students who need advanced skills training.

Law enforcement has a desperate need for a diverse work force. One of the challenges is reaching out to groups of under-represented populations and attracting them to our entry-level training programs. We have established several related goals in our unit plan to address this need including focusing our outreach presentations at high schools on students belonging to under represented groups. This effort will include bringing working professionals who also belong to these under represented groups to speak as a role model.
As law enforcement agencies recover from the surge of retirements occurring earlier this decade, there may not be a need for the college to offer a fourth basic academy class each year. In 2007, our plan is to replace one offering of the basic police academy with a series of entry-level job training classes for corrections (local jails, probation officers, juvenile hall employees). The long-term impact of this change will result in more FTES for the college. All of our programs are flexible and can be shaped to fit the needs of the criminal justice industry.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

In addition to providing the highest quality instruction, the use of a part time instructional staff clearly has the most economic benefit to the college. The average WSCH/FTEF for CJT classes is 648.20. For paralegal classes, the average WSCH/FTEF is 309.32. The WSCH for both groups of classes has shown steady growth since 2002 with the most notable growth occurring in CJT classes.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

The vast majority of students in the paralegal program are currently working full time during the day. The offering of paralegal classes at night fits the needs of these students. We regularly utilize input from the CJTC Advisory Committee to guide our decision making related to the scheduling of classes and number of offerings. We also monitor closely enrollments in various advanced skill classes, changes in the law, and student waiting lists to guide our scheduling of classes.

The CJTC publishes a separate catalog of classes every calendar year. Since part of our mission is to serve the greater law enforcement profession throughout California, this catalog is sent to every law enforcement agency in the state. This is a common practice of regional training centers such as ours.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

We utilize the existing part time instructor evaluation process for all paralegal class instructors. However, P.O.S.T. accreditation standards require a more frequent evaluation of instructors teaching in P.O.S.T. certified programs. On the last day of an instructor’s class in a P.O.S.T. course, students complete an evaluation of the instructor. These evaluations are reviewed by the academy coordinator and director and then sent to the instructor. In addition, at the end of every basic academy class, the academy coordinator and director meet with the class to facilitate a debriefing of the program. This process includes an individual written evaluation and group summary evaluation. A similar process is used for the 9-1-1 dispatcher class and in-service classes.

One year after graduation, we send an electronic survey to every basic police academy graduate. The survey solicits feedback on how the basic academy prepared the student for work in the field. As mentioned, a similar electronic survey is available for agency training officers to use to collect feedback on trainee performance in the field. We are committed to a process of continuous improvement.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The paralegal program is unique to the region and maintains direct ties with the Sonoma State School of Law. Although the paralegal program is not certified by the American Bar Association, it meets the needs of the local legal community very well.

The CJTC is considered one of 39 P.O.S.T. certified law enforcement training centers in California. Approximately two thirds of these training centers, including ours, are located at and operated directly by a community college. Our primary service area is Napa and Solano County although our graduates are certified to work anywhere in California. Together with the other training centers, we help support the training needs of 75,000 peace officers in California. In addition, there are approximately 8,000 9-1-1 dispatchers in California. All of these jobs require certified entry-level job training (our academy programs) and at least 24 hours of in-service training every three years. This training is all required by law and supported in a large part by P.O.S.T.

There is currently no locally available training for corrections. Agencies in our region have to send their personnel to training centers as far north as Eureka and as far east as Sacramento. Our local agencies are responsible for all of the costs associated with this required training. The CJTC Advisory Committee has urged the college to implement a complete training program (entry-level and advanced training) for corrections. Our plan is to use the grant we received from CDC this year to complete development of a local corrections training program. All of this will bring growth to the college.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

5. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

The CJTC has been actively involved in a variety of community outreach activities both on and off campus. These activities have included recruitment presentations and a number of different educational programs and events.

The Criminal Justice Training Center created the “Community Emergency Response Training Program” for the Napa Valley. This non-credit program teaches citizens basic skills to help others in the case of a natural or manmade disaster, including a terrorist attack. The Training Center presents this program in cooperation with the Napa County Office of Emergency Services, Napa County Fire Department, and all of the various law enforcement agencies in Napa County. Well over 1000 citizens and community leaders from all areas of the county have completed this specialized training. It has become very popular and is considered a national model.

In August 2001, the CJTC presented “A Journey to a Hate Free Millennium” here on campus. This program included a premiere showing of the documentary, “Journey to a Hate Free Millennium,” and live speakers including the film’s producers, Judy Shepard and Randi Driscoll. The film told the story of the murder of Matthew Shepard, James Bryd Jr., and of the school shooting that occurred at Columbine High School. Over 600 students and members from the greater Napa community attended this program.
Since the time of this presentation, the documentary has been incorporated into the Basic Police Academy program. CJTC staff have provided presentations with this documentary to classes at St. Helena High School, Calistoga High School, New Technology High School, American Canyon Middle School, Juvenile Hall, the Napa Senior Center, and to classes on campus including Health and Drama classes.

In October 2002, the CJTC participated with Fine and Performing Arts in the production of “The Laramie Project.” We provided technical support and training for the cast members. In addition, we provided photos from Laramie Wyoming and a PowerPoint presentation that was used as the backdrop for the stage presentation.

In April 2004, the CJTC presented “School Violence Prevention Week” for the campus. The highlight of this event was a presentation from Darrell Scott, the father of Rachel Scott who was murdered during the Columbine High School shooting incident. Mr. Scott spoke on campus on the eve of the fifth anniversary of this shooting. Again, over 600 students and community members attended this event.

Finally, in May of 2005, the CJTC sponsored a premiere of “Not in Our Town–Northern California” here on campus. This documentary is another in a series inspired by the original “Not in Our Town” documentary from Billings Montana.

These outreach activities are all part of the CJTC’s leadership role in preventing hate crimes through education and awareness.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

CJTC management participate in a statewide consortium of academy directors and coordinators. Napa’s CJTC is one of 39 training centers certified by the California Commission on Peace Officer Standards and Training (P.O.S.T.). Approximately two thirds of these training centers are located on a community college campus. The other third are located at a law enforcement agency, but all are at least affiliated with a local community college. The consortium meets four times a year to collaborate on curriculum issues and minimum performance standards.

This year, using a grant provided by P.O.S.T., Todd Dischinger is traveling all over the state to various training centers delivering instructor development training. Our training center frequently consults with other community college training centers to share ideas and problem solve.

The CJTC works closely with all of the high schools in Napa County to provide presentations on careers in law enforcement. We provide between 20 to 25 presentations each school year to students, clubs, and career development classes. Some of these presentations include tours of the Training Center and others are made on the high school campus. In 2002, CJTC staff delivered an AJ120 class at the New Technology High School campus.

C. What has the program done to establish relationships with the business community (if a vocational program)?

In September 2002, the CJTC hosted a “Law Enforcement Expo” as part of the college’s 60th Anniversary Open House. This event featured over 25 different law enforcement agencies from the region.
The CJTC has a very close working relationship with the local law enforcement agencies in the region. We contract with local departments to provide us with a recruit training officer for each academy class. This involves assigning full time a police officer or deputy sheriff to the academy for 22 weeks.

We are currently actively working with the Fairfield Police Department assisting them with the development of an indoor firearms range. We are also working with a private security company here in Napa to build an indoor firearms range. In addition, we regularly help local law enforcement agencies with recruitment and entry-level testing processes. Within the last year, we've hosted entry-level testing for the Napa Police Department and Fairfield Police Department here on campus.

In 2004, we began providing services directly to P.O.S.T. to develop and present instructor development training on a statewide basis. Because we employ a large number of P.O.S.T. “Master Instructors” we were selected to develop a specialized facilitation skills course. This year, we are executing a $345,000.00 grant to present facilitations skills courses, problem-based learning courses, and consultation services for other academies throughout California.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

The CJTC Advisory Committee is a group that meets three times each year (January, May, and September). The committee is comprised of the Police Chief from every agency in Napa and Solano County as well as the Napa County Sheriff and Solano County Sheriff. This group makes regular recommendations on curriculum content and student performance standards beyond those established by P.O.S.T.

Copies of the minutes of the CJTC Advisory Committee meetings are available upon request.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Unit Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

B. Indicate the sources of information used in Question 6A.

☐ N/A Accreditation Self-Study Planning Agenda
☐ N/A Accreditation Final Report
☐ N/A Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Almost all classes, except paralegal courses, provided by the Criminal Justice Training Center are certified by the California Commission on Peace Officer Standards and
Training (P.O.S.T.). Some of these classes are also certified by the California State Standards for Training for Corrections (S.T.C.). The training center participates in the P.O.S.T. certification review process every three years. Since the last program review, two P.O.S.T. certification review processes have been completed.

The P.O.S.T. certification review process is much like the greater accreditation review conducted for the college. The process spans approximately 6 to 8 months and includes a self-study and the development of an extensive report on how the training center meets or exceeds P.O.S.T. regulatory standards (the self study from 2002 and 2005 are available on the CJTC website: http://www.nvccjtc.org/nvcinstructor.html). The process concludes with a site inspection conducted by a member of the CJTC Advisory Committee, an academy director from another training center, and a senior consultant from P.O.S.T. The certification review process concludes with a final report from P.O.S.T. and a response to the recommendations from the training center. The following is a list of the exemplary aspects of the training center and the recommendations made by the site inspection committee in 2005 and the training center’s response.

The following is a summary of exemplary aspects of the Academy:

- Using leadership by example the staff shows that attention to detail, their availability, the way records are maintained, the care given to supplies used by the Academy sends an important message to recruits that this program and their participation is important. The collection of those underlying messages helps recruits to strive for excellence and to improve from one day to the next.

- The sustained resistance exercise prepares recruits psychologically to face a difficult and continuing conflict situation and be able to have a successful conclusion.

- The staff at all levels knows their roles, the roles of other staff members and fills in as needed. The dedication of the staff from the Director throughout the entire staff is clear from the observations of the CRT and comments from the recruits in interviews.

- The recruits were clearly taught to self police so that all the recruits can be successful and the entire class learns together.

- The record keeping systems and processes are complete and consistent so that all appropriate documentation is where it should be when needed.

- The individual and group Community Policing projects have many positive aspects for recruits from team work, individual growth and leadership prepares recruits for doing the same in the field.

- Requiring all new instructors to have instructor development training prior to being selected as instructors for the Academy pays huge dividends in delivery of instructional material.

- Providing a well written Recruit Policy Manual to guide recruits and then testing them on its contents with a written exam as well as impromptu quizzes by staff during formations.

- The selection and rotation of the class lieutenant and sergeants on a regular basis to provide additional leadership opportunities for recruits and then recognizing that leadership role by having meetings with the class leaders to keep the class and staff in constant communication.
The utilization of the “learning activity package” as a vehicle to address disciplinary issues in structured process that guides recruits through the why and how of correcting deficiencies and have recruits do research as well as developing writing skills.

The use of the Ethics Interview Board and including the weight of 90% minimum score and including that interview in the final grade.

The following are the recommendations for improvement:

- Develop a comprehensive end of course evaluation instrument to receive informative feedback on program delivery in greater detail than currently received from the standard POST form and oral interviews.

  We created a new end-of-course evaluation form specific to the basic police academy to solicit student feedback on each of the major components of the program. This form will augment our continuing practice of doing an oral group debriefing. In addition, we created an online survey that will be sent to students one year after graduation in order to collect information about where the student is employed and how the academy helped them during an FTO program. Finally, we created a second online survey for FTOs and FTO program managers to complete after a trainee completes the FTO program. Both online surveys are now operational.

- Do a comprehensive review of instructor files to update required information and insure they are signed by the director as required.

  It is our practice to update POST resume forms annually. The new POST resume form is very difficult to understand and far more complicated than the original form. Instructors have been slow to return the forms. We’ve modified our practice in collecting updates by requiring instructors to complete only the first page. Academy staff will complete the second page as each resume is returned. I will complete an audit of these files to insure my signature is on the required page.

- When the College Administration approves adding the Corrections Training Program additional staff must be added to take on the work because existing staff would not be able to absorb a new program into their current responsibilities without losing effectiveness in all programs.

  We submitted a request in our 2005/2006 budget for a full time coordinator to take over management of the in-service training program and to complete development of the corrections training program. College administration is fully aware that the corrections program is “on hold” pending the funding for additional staff.

- With the programs at Napa Valley College on the verge if expanding, increasing existing clerical support staff will be a critical component to making that expansion successful without impacting existing programs which are currently maximizing the use of existing staff. The agency temporary position should be converted to a full time college position to recognize the importance that position has to program efficiency.

  See previous recommendation. In addition, the college did agree to fill the vacancy, previously staffed with a temporary services employee, with a full
time instructional assistant II position. The use of this classification of employee will maximize use of personnel and will eliminate the need for use of part time employees now being used to support the role-play scenario testing program.

- Move as quickly as possible complete construction of the field house so a mat room at the training center is available when training requiring the use of mats is needed and minimize travel time to offsite facilities currently being used.

  The college's bond project manager is looking for a space on campus to provide a temporary covered space for our program to use for physical training and weaponless defense. The construction of a mat room is two years away and is one of the major projects to be funded by the bond.

- Continue to work with the City of Fairfield to build a range that could be utilized by the Academy for training.

  Our lead firearms instructor meets regularly with Fairfield Police Department staff to discuss design and construction issues related to the needs of our training center and use of the indoor firearms range. The City of Fairfield is committed to building a facility to meet our needs and we are hopeful that this project will begin construction in 2006.

- Work with the Advisory Committee to seek an alternative to using the Emergency Vehicle Operations Course offered by the Contra Costa County Sheriff. This will reduce travel time to the current facility in Concord as well as increase the assets available to the College for the Academy as well as other training opportunities.

  On May 26, 2005, the CJTC Advisory Committee met and discussed the emergency vehicle operations training program and our use of the Contra Costa Sheriff's Academy program. The committee was unanimous in wanting the pursuit exercise to be maintained in the program and recommended that the training center look at other options for training. They also expressed concern about the quality and safety of the equipment being used. As a result, we will begin researching options and work closely with our Advisory Committee to find the best solution.

- Reexamine the use of only one RTO for class sizes in excess of 25. The current ratio of RTO to recruits is approximately 40:1, which exceeds POST's recommendations of 25:1. Supervision of recruits would be spread out between two people and not have to rely on the Coordinator, Director or Drill instructors to assist.

  We acknowledge how ideal it would be to have 1 RTO assigned to every 25 students in an academy class. Typically, we start an academy class with 48 students and graduate between 35 and 40 students. Our experience with using 1 full time RTO for an academy class of this size has been positive. The use of drill instructors to supplement supervision and support of the class is very effective. Students noted in this certification review process that they liked and appreciated having the academy coordinator and academy director involved on a daily basis with the class. We will continue to study and monitor the need to add additional RTOs as recommended.

- The range area where recruits train has oversized gravel from the 15-yard line to the targets. This is the area where most firearms training takes place and creates
a severely uneven surface for recruits to use. Staff should make arrangements with the range to remove the larger gravel and replace it with smaller pea gravel.

We acknowledge the recommendation and agree that the gravel described above needs to be replaced. We have made arrangements with our firearms range facility to get this done within the next two months.

- All Academy personnel and the range staff in particular should know the protocol for a medical response to the range in case of an accident. The first aid kit at the range is basic and minimal, and the portable first aid kit from the Academy is less complete than that. The First Aid kit should include supplies to address serious trauma, such as a gunshot wound or broken bone while emergency medical response is enroute. Additionally, serious consideration should be given to include an Emergency Medical Technician in the range instructional or safety officer staff.

I talked with the firearms range staff whom the certification review team interviewed and discovered that some miscommunication occurred with the certification review team. Nevertheless, I modified the safety guidelines for firearms to include specific information about the location of the nearest fire station and how to call 9-1-1. The existing safety guideline already specifies that a first aid kit equipped with supplies to treat a traumatic injury be present on the range. This was, in fact, the case that day. There are always two first aid kits on the range (one in the classroom and one portable kit) that have supplies to treat a gunshot wound. To ensure that each firearms instructor is fully aware of all of the above, I sent a letter and copy of the new safety guideline to each instructor and required a signed acknowledgement to be returned to the academy. Each of the firearms instructors has received first aid and CPR training and is considered a “first responder.” The response time for paramedic firefighters is under 10 minutes. We do not believe there is a need to employ an EMT to be present on the range.

- The paralegal program is not currently certified by the California or American Bar Association (A.B.A.). Although such a certification would add a tremendous amount of prestige and credibility to the paralegal program, the requirements far exceed the college’s budget relative to the size of our program. The paralegal program operates only during evening hours and offers only 5 classes each semester. Some of the requirements for A.B.A. certification include a full-time coordinator and a fully stocked and current law library. Despite the lack of certification, the paralegal program continues to enjoy steady enrollment and respect from the local legal community that employs the program’s graduates.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Unit Plan, as needed.

7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.
A. **Staffing**

Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (Complete Schedule B, Staffing, as needed)

This fall, we hired a full time Instructional Assistant II to replace the second secretarial position that was vacated by Karen Clark. The use of an IA instead of a staff secretary will provide more flexibility to the training center support staff and will save money in the long run by eliminating the need for some use of hourly part time staff. The ability to use an IA instead of a secretary is a reflection on our use of technology to help administrative staff be more self-sufficient. Ultimately, students will be better served by having this IA position committed to helping them more directly. This hire also fulfills a recommendation from our last two P.O.S.T. accreditation reports.

We requested in this year’s budget a full time coordinator to supervise the In-service Law Enforcement Training program and Corrections program. To date, we have been using part-time coordinators to supervise in-service training classes. The current CDC/CCCCO grant funded a full-time coordinator to complete development of our corrections program and to develop a pilot project for state corrections. When this grant expires in 2007, our need for a full time In-service Training program and Corrections program coordinator will remain. Our plan is to consolidate several existing part-time coordination assignments into one full-time position.

We do not anticipate the need for any full time faculty positions for the reasons stated in the program report.

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule C, Program-Specific Equipment Request, as needed.)

The CJTC has been fortunate to receive 50 laptop computers from P.O.S.T. and another 40 laptops from the California Department of Fish and Game. These computers are used daily by students in our Basic Police Academy classes. Given the fact that the average life expectancy for a computer is no more than 5 years, we can anticipate having to replace these laptops starting in 2007. Certainly, the entire lot will not need to be replaced at once, but a regular replacement budget should be established so that a number of laptops are replaced each year. Laptop technology is evolving daily and the cost for a replacement is dropping. Potentially an annual budget of $5000.00 per year would provide enough funding to start a regular replacement process.

We currently have three patrol cars that were purchased over the last two years. We anticipate that these vehicles will last for another three years before needing to be replaced. Typically, we purchase used patrol vehicles and equip them with the latest emergency equipment in order to provide students with use of the latest technology. A used patrol car can be purchased for approximately $7000.00 (including the required equipment).

C. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Building Improvement/Renovation, as needed.)
The college bond project is addressing the most significant needs of the CJTC. It is imperative that the mat room specified in the bond be built as soon as possible. This facility is required for the continued presentation of the Basic Police Academy, 832PC Arrest course, Recertification course, and all Corrections courses. This facility will also provide an opportunity to add courses that will create growth in FTE for the college.

We currently utilize Room 719 for storage. Access to this room will be severely restricted with the construction of the new central plant. It would be ideal to develop a comparable storage space closer and more easily accessible to the 1000B building. However, Room 719 is serving our needs for now and will remain a viable location for storage as long as access is preserved.

This fall, the CJTC offices will be refurbished. This will complete the renovation needs of the CJTC for the foreseeable future.

In the future, we will need to locate space to provide emergency vehicle operations training. We currently contract with the Contra Costa Sheriff’s Department to provide this training at a location in Concord. The CJTC Advisory Committee has asked the CJTC to look into locations closer to Napa that could support a program operated by the CJTC.

We’ve asked the college to consider expanding the ball field parking lot so that it might be used for this purpose. Having this space available could generate additional FTE growth for the college by allowing the CJTC to offer driver training courses for law enforcement.

D. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Request for Technology, as needed.)

The CJTC is recognized in California as being a leader in the use of technology for the delivery of instruction. We are well equipped and are using the most appropriate technology to serve students and instructional needs. This year, we replaced LCD projectors in our two academy classrooms using trust funds. All of our rooms are well equipped with computers and wireless access to the Internet.

Our goal is to replace one computer for academy staff each year so that employees have the latest and more reliable technology available to support their work. We are currently using general fund money for this purpose. To date, we have been able to keep up with this replacement plan without having to ask for additional funds in our general fund budget.

We currently operate a force options simulator that was purchased in 2000 with VTEA funds. This technology is in need of upgrading or replacement. This system allows students to practice deadly force decision making in an environment as near to real life as technology allows. This training is recognized by P.O.S.T. as being imperative to the development of good use of force decision making in students. Our plan is to leverage VTEA funds, CDC/CCCCO grant funds, and potentially some trust funds to purchase a replacement. However, in the future, if VTEA funding is not available, a replacement system costing $45,000 could prove to be cost-prohibitive under current budget funding conditions.
E. Professional Development

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

2) Based on the goals that resulted from this program evaluation, complete Schedule F, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in question 7G.

Staff development is funded largely by P.O.S.T. and will continue to be supported by P.O.S.T. for the foreseeable future. We do not anticipate needing college funds to support our staff development needs.

F. Learning Resources

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule G, Learning Resources Needs, as needed.)

None

G. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule H, Request for Budget Augmentation, as needed.)

Like the rest of the college, we have not realized an increase to our general fund budget for the last six years. Inflation is taking its toll on how far these funds will go to support the operations of the CJTC. As our overall program has expanded, no additional general fund increases have been provided. The most significant impact on our budget has been for advertising. We have used trust funds and some general fund money over the years to pay for advertising campaigns that result in FTE growth for the college.

As we add more programs, more students, and more staff, we will need to pay for more supplies to support this growth.
PROGRAM EVALUATION SUMMARY FOR CRIMINAL JUSTICE TRAINING CENTER

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

PROGRAM ACHIEVEMENTS (major achievements, changes, implementations, progress since last evaluation)

► Received the Governor’s Award for Excellence in Peace Officer Training.
► Established a reputation and a role on campus and in Napa County for being a leader in providing hate crimes education and awareness programs for the community.
► Awarded over $800,000 in grants from P.O.S.T. and CDC to fund instructional skills training and the development of a new corrections program.
► Recognized as the first P.O.S.T. regional law enforcement training center to have 100% of its instructional staff to complete a 40-hour instructional skills course.
► Implemented the very first 9-1-1 dispatcher certificate program in the state.
► One of the first basic academy programs in the state to provide students with instructional materials in an electronic format – saving students $400.00 in materials costs.
► Recognized as the first basic academy programs in the state to implement a must-pass ethics oral board testing process.
► Selected as one of four basic academy programs in the state to participate in the P.O.S.T. Leadership, Ethics, and Community Policing pilot project.
► Recognized by P.O.S.T. as a leader in the state for having fourteen Master Instructors and for leading the state in the use of problem based learning.
► Completed a revision of the training center website (82 individual web pages) to provide a more user-friendly interface and more contemporary look.

STRENGTHS (unique characteristics, special capacities)

EXEMPLARY ASPECTS OF THE PROGRAM

The following is a summary of exemplary aspects of the Academy as described in the last two P.O.S.T. accreditation reports completed since the last program review:

► Using leadership by example, the staff shows that attention to detail, their availability, the way records are maintained, the care given to supplies used by the Academy sends an important message to recruits that this program and their participation is important. The collection of those underlying messages helps recruits to strive for excellence and to improve from one day to the next
► The sustained resistance exercise prepares recruits psychologically to face a difficult and continuing conflict situation and be able to have a successful conclusion
► The staff at all levels knows their roles, the roles of other staff members and fills in as needed. The dedication of the staff from the Director throughout the entire staff is clear from the observations of the CRT and comments from the recruits in interviews
► The recruits were clearly taught to self police so that all the recruits can be successful and the entire class learns together
► The record-keeping systems and processes are complete and consistent so that all appropriate documentation is where it should be when needed
The individual and group Community Policing projects have many positive aspects for recruits from team work, individual growth and leadership prepares recruits for doing the same in the field

Requiring all new instructors to have instructor development training prior to being selected as instructors for the Academy pays huge dividends in delivery of instructional material

Providing a well written Recruit Policy Manual to guide recruits and then testing them on its contents with a written exam as well as impromptu quizzes by staff during formations

The selection and rotation of the class lieutenant and sergeants on a regular basis to provide additional leadership opportunities for recruits and then recognizing that leadership role by having meetings with the class leaders to keep the class and staff in constant communication

The utilization of the “learning activity package” as a vehicle to address disciplinary issues in structured process that guides recruits through the why and how of correcting deficiencies and have recruits do research as well as developing writing skills

The use of the Ethics Interview Board and including the weight of 90% minimum score and including that interview in the final grade

The production and use of the Instructor Handbook the instructors receive along with the Safety Policy Manual and the Student Handbook. By providing these documents together, the Academy administration conveys expectations and instructional philosophy. This is a powerful tool in setting the tone and expectations for the Academy by the administration.

The website for the Criminal Justice Center is a valuable resource for information and service as the host for the web board chat room. This tool is a useful vehicle for students to interact with instructors and the Academy staff to support study groups and facilitate remediation for those recruits that need it prior to retests.

The method used to select and rotate class leadership roles. Recruits must identify their replacement and, based on identified leadership principles, justify that selection to the Academy staff.

The institution of the "Core Values" training component that supplements instruction in LD 1 is a real asset. This has a testing component in the form of an interview panel to insure these principles are well understood. This program is the result of input from the Advisory Committee.

The addition of the "sustained resistance" exercise provides the recruits with personal confidence that they can perform physically under stress in a hand-to-hand combat situation.

The assignment of community policing issues to recruits as part of the academic curricula shows recruits the value and process for successful projects.

The interaction between recruits and other on-campus college activities such as day care visits and the presentation of "Journey to a Hate Free Millennium" as ways to gain support from the College community at-large for Academy activities.

The outstanding storage and retention of supplies, which increases the life of the equipment and demonstrates to the recruits that the staff practices what it preaches. This includes excellent maintenance of the vehicles used by the Academy.

The Students First Policy drives decisions for resource allocation and setting priorities.

Instructor training is a priority with eleven Master Instructors on staff and a goal of having all instructors receive the forty-hour Instructor Development course. All new instructors are required to receive this training within one year of hire.
CHALLENGES (concerns, difficulties, areas for improvement)

Today, our most significant challenge is access to gym facilities. As mentioned above, the college’s bond project will address this need; however, in the meantime, we have students traveling to locations in two different counties for physical skills training. We are also currently renting space at a firearms range in Contra Costa County because there are no firearms ranges available in Napa or Solano County. There are solutions planned for the future as already described. Two indoor firearms range facilities are in the planning stages for construction in our region. Our unit plan reflects a commitment to work with the builders of these ranges so that our training programs may continue.

We also urge the college to consider developing an on-going process for funding equipment replacement, such as the 90 laptop computers currently in use in our classrooms. This equipment has become an integral part of our daily instructional process and a backbone for our programs. It is reasonable to expect that within three years, we will need to begin replacing laptops that fail. It is also reasonable to plan for replacing at least five laptops each year on an on-going basis.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

Data on non-credit FTE earned by the Criminal Justice Training Center over the same time period as the data on FTE credit.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

Program Evaluation Chair Signature:  ______________________________
Division Chair/Supervisor Signature:  ______________________________
Date:                                                        ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by ______________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

Verified on:  ______________________________
Verification Committee
Signatures:  __________________________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President  __________________________________________
Date Letter Sent:  ________________________________________________
Recommend review in 2 years:  Yes _____  No _____
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Criminal Justice Training Center

#### Basic Police Academy Program

<table>
<thead>
<tr>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively in oral and written form</td>
<td>Confront and assess a problem and identify a solution using good judgment.</td>
<td>Comprehend and retain factual and technical information related to law enforcement</td>
<td>Understand differences and work effectively with diverse populations.</td>
<td>Demonstrate physical fitness, stamina, and fine motor skills related to law enforcement</td>
<td>Identify personal strengths and weaknesses</td>
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<tr>
<td>CJT200</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</tbody>
</table>
## Concepts and Issues
What must the student understand to demonstrate the intended outcome?

### Concepts:

<table>
<thead>
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<tbody>
<tr>
<td>1. Pass 10 report-writing tests.</td>
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<td>2. Pass 22 role-play scenario tests requiring effective verbal communication skills.</td>
</tr>
<tr>
<td>3. Make two formal presentations to the class.</td>
</tr>
<tr>
<td>1. Pass 10 role-play scenarios requiring empathy and an understanding of crime victims.</td>
</tr>
<tr>
<td>2. Complete a research project on a culture.</td>
</tr>
</tbody>
</table>

### Issues:

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<tr>
<td>4. Understand differences and work effectively with diverse populations.</td>
</tr>
</tbody>
</table>

## Skills
What skills must the student master to demonstrate the intended outcome?

### Performance Tasks
What will students do in here to demonstrate evidence of the outcome?

<table>
<thead>
<tr>
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<td>3. Make two formal presentations to the class.</td>
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<tr>
<td>1. Pass 10 exercise tests requiring problem solving and decision making.</td>
</tr>
<tr>
<td>2. Complete a research project on a culture.</td>
</tr>
</tbody>
</table>

## Student Learning Outcomes
What do students need to be able to DO "out there' that we're responsible for "in here"?

<table>
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</tbody>
</table>
| 1. | Pass 6 firearms qualification tests.  
   2. | Pass 1 emergency vehicle operations test.  
   3. | Pass 8 physical agility tests.  
   4. | Pass 1 sustained resistance test.  
   5. | Pass 1 arrest and control methods test.  
   1. | Attend at least 98% of the scheduled hours of the course.  
   2. | Complete all scheduled lifetime fitness classes.  
   4. | Pass an ethics oral board test. |
| 5. | Demonstrate physical fitness, stamina, and fine motor skills related to law enforcement.  
   6. | Identify personal strengths and weaknesses. |

Design curriculum backwards so that students can smoothly move forward through the program. (Develop each section of the chart moving from right to left).
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Criminal Justice Training Center

#### 9-1-1 Dispatcher Certificate Program

<table>
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<td>Use basic computer applications in Dispatch work</td>
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<td>SLO #5</td>
<td>Employ appropriate strategies for researching legal sections in various California Codes</td>
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<td>Understand the structure and function of the justice system</td>
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<td>SLO #9</td>
<td>Function according to the ethical standards of the law enforcement profession</td>
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<td>Concepts and Issues</td>
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<td>Student Learning Outcomes</td>
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<tr>
<td>What must the student understand to demonstrate the intended outcome?</td>
<td>What skills must the student master to demonstrate the intended outcome?</td>
<td>What will students do in here to demonstrate evidence of the outcome?</td>
<td>What do students need to be able to DO “out there” that we’re responsible for “in here”?</td>
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<tr>
<td><strong>Concepts:</strong></td>
<td><strong>1. Complete one college level physical education course.</strong></td>
<td><strong>1. Maintain physical and mental fitness.</strong></td>
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<td><strong>Issues:</strong></td>
<td><strong>2. Complete a stress management exercises.</strong></td>
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<td></td>
<td><strong>1. Complete one college level computer keyboard or software operations course.</strong></td>
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<td></td>
<td><strong>1. Complete a series of problem solving exercises with a group of students.</strong></td>
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<td></td>
<td><strong>1. Write research papers.</strong></td>
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<td><strong>2. Make oral presentations in class.</strong></td>
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<td></td>
<td><strong>1. Research section of law using a California Penal Code, Vehicle, and Health and Safety Code.</strong></td>
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<td><strong>1. Pass a written examination on the structure of the justice system.</strong></td>
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<td><strong>2. Complete three college level courses on the Administration of Justice.</strong></td>
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<td><strong>1. Pass a written examination on call taking.</strong></td>
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<td><strong>1. Maintain physical and mental fitness.</strong></td>
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<td><strong>2. Use basic Computer applications in dispatch work.</strong></td>
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<td><strong>3. Work as member of a team.</strong></td>
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<td><strong>4. Communicate effectively in oral and written forms.</strong></td>
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<td><strong>5. Employ appropriate strategies to research legal sections in various California Codes</strong></td>
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<td><strong>6. Understand the structure and function of the justice system.</strong></td>
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<td><strong>7. Use appropriate language when taking emergency calls</strong></td>
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</table>
Design curriculum backwards so that students can smoothly move forward through the program. (Develop each section of the chart moving from right to left).
**PROGRAM EVALUATION AND PLANNING**

**STUDENT LEARNING OUTCOME (SLO) MATRIX**

**CRIMINAL JUSTICE TRAINING CENTER**

**PARALEGAL PROGRAM**

<table>
<thead>
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<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
<th>SLO #7</th>
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<tr>
<td>Understand the legal system and each area of law sufficient to perform as an entry level paralegal</td>
<td>Research law in traditional and non-traditional law libraries</td>
<td>Complete basic legal forms</td>
<td>Use basic legal terminology</td>
<td>Read and interpret statutory and case law</td>
<td>Accurately calendar civil procedures</td>
<td>Communicate effective in oral and written forms</td>
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<th>SLO #4</th>
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<td>Concepts and Issues</td>
<td>Skills</td>
<td>Performance Tasks</td>
<td>Student Learning Outcomes</td>
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<tr>
<td>Concepts:</td>
<td></td>
<td>1. Pass a written exam on the components of the legal system.</td>
<td>1. Understand the legal system and each area of law sufficient to perform as an entry level paralegal</td>
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<td>2. Pass a written exam on the different areas of law.</td>
<td>2. Research law in traditional and non-traditional law libraries.</td>
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<td>1. Pass a series of simulation exercises requiring the research of law using a traditional and non-traditional law library.</td>
<td>3. Complete basic legal forms.</td>
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<td>1. Accurately complete mock-ups of basic legal forms.</td>
<td>4. Use basic legal terminology.</td>
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<td>1. Pass a written exam on basic legal terminology.</td>
<td>5. Read and interpret statutory and case law.</td>
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<td></td>
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<td>1. Complete a series of simulation tests requiring students to read and interpret statutory and case law.</td>
<td>6. Accurately calendar civil procedures.</td>
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<td>1. Pass a written examination on the steps for calendaring civil procedures.</td>
<td>7. Communicate effective in oral and written forms.</td>
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<tr>
<td></td>
<td></td>
<td>1. Write case briefs and other research papers.</td>
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<td>2. Make in-class presentations.</td>
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</table>

Design curriculum backwards so that students can smoothly move forward through the program. (Develop each section of the chart moving from right to left).
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>D</td>
<td>Obtain state certification for all four new corrections courses. (29, 30)</td>
<td>1</td>
<td>Specific activities you will implement to accomplish the objectives (e.g. implement a new course).</td>
<td>Full time program coordinator.</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>2. Schedule and present one each of the corrections courses. (29, 30)</td>
<td>1</td>
<td></td>
<td>Full time program coordinator.</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>3. Pursue a contract with CDC to be a pilot site for a CDC basic course. (22, 29, 37)</td>
<td>1</td>
<td></td>
<td>Grant funding provided by CCCCCO/CDC</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Develop and present two new advanced officer courses. (29, 30)</td>
<td>2</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Present three hate crimes education programs in Napa County. (36, 38)</td>
<td>2</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Develop an “all in one” electronic brochure on a mini-CD. (36) Sponsor a community-building activity on campus in the fall. (33, 48)</td>
<td>2</td>
<td></td>
<td>Materials required for duplication of mini CD @ $2.00 each.</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Develop a high school outreach program to reach special groups with information about careers in the criminal justice field. (31)</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Support local efforts to construct a firearms training facility. (37)</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Meet with 2 different FTO programs in the region. (37)</td>
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<td>2</td>
<td>A</td>
<td>Complete a review of all paralegal program courses</td>
<td>2</td>
<td>$1800.00 stipend to revise 14 courses (based on 4 hours per course at $26.39 plus benefits)</td>
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<tr>
<td>3</td>
<td>E</td>
<td>Hire a full time coordinator to supervise the corrections program.</td>
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<td>1 full time coordinator.</td>
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<td>5</td>
<td>E</td>
<td>Develop a replacement plan for 90 laptop computers</td>
<td>2</td>
<td>$5000.00 per year to replace 5 laptops per year.</td>
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</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**
- A. Curriculum and Instruction
- B. Student Success and Equity
- C. Enrollment Trends and Student Satisfaction
- D. Community Outreach
- E. Accreditation and External Reviews
FACULTY AND STAFFING

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>FTE</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>1. In-Service Training and Corrections Coordinator</td>
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</table>

This position will consolidate existing part time coordination duties into one full time position and will include responsibility for coordinating the corrections training program. This position is required to start-up and maintain the corrections training program once the existing CDC/CCCCCO grant expires in February 2007.

Submitted By:                                                    Approved By:

________________________________  ___________________ _______________  

Budget Center Manager                                                President/Vice President

AUGUST 11, 2005
# Program-Specific Equipment Request

**Accreditation reference:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program-specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
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</thead>
<tbody>
<tr>
<td>A. Instructional</td>
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<tr>
<td>B. Non-instructional</td>
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Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager  President/Vice President

August 11, 2005
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

Provide a description of the project that includes:

- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Cost estimates will be provided for priority projects only.

Submitted By:         Approved By:
________________________________  _______________ _________________
Budget Center Manager      President/Vice President

AUGUST 11, 2005
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

Provide a general description of the project; this includes:

1. The equipment needed; students and/or staff who will be served; how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (e.g., new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment—when will the equipment need to be replaced?

1. We need to develop a replacement plan for our existing 90 laptop computers used for the basic police academy and corrections program. These laptops have a daily and heavy use with a life expectancy of five years. They were initially provided to the college through a grant from P.O.S.T. and the California Department of Fish and Game. Ongoing maintenance and replacement is the college’s responsibility. This equipment is essential to the continued presentation of the Basic Police Academy and Corrections program.

Submitted By:                        Approved By:

________________________________  _______________ _________________
Budget Center Manager      President/Vice President

AUGUST 11, 2005
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

2. What pedagogical training needs have been identified in your program review?

3. What types of technology does your program use? What technology training needs have you identified?

4. What are the leading publications specific to your discipline and/or program?

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President

AUGUST 11, 2005
# Learning Resources/Media Materials Request

## Books including Reference

<table>
<thead>
<tr>
<th>Number of titles to add: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:</td>
</tr>
<tr>
<td>Titles that provide: a multicultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.</td>
</tr>
<tr>
<td>Recommendations/ comments:</td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
</tr>
</tbody>
</table>

## Periodical Titles (Newspapers, Journals, Magazines)

<table>
<thead>
<tr>
<th>Number of titles to add: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations/comments:</td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
</tr>
</tbody>
</table>

## Electronic Databases and Indexes

<table>
<thead>
<tr>
<th>Number of databases to add: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations/comments:</td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
</tr>
</tbody>
</table>

## Media Collection (closed-captioned or DVD):

<table>
<thead>
<tr>
<th>Number of titles to add: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations/comments:</td>
</tr>
<tr>
<td>Estimated cost for new materials:</td>
</tr>
</tbody>
</table>

## Service Hours and Quantity

- **Are library/learning resource service hours adequate for this course/program?**
  - Yes _____ No _____
- **Is the quantity of materials sufficient for students within needed time frame?**
  - Yes _____ No _____
- **Will library/learning resources assignments be used in your course?**
  - Yes _____ No _____
- **Will this course/program require the assistance of library faculty for orientations or other information competency instruction?**
  - Yes _____ No _____

- I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
- To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

**AUGUST 11, 2005**
**REQUEST FOR OPERATING BUDGET AUGMENTATION**

Budget Center: **6711**  
Activity: **Criminal Justice Training Center**

**Accreditation reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget:** This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 1300, 1400, 2300, 2400, 4000, and 5000.

List in priority order.

<table>
<thead>
<tr>
<th>Account Number and Description</th>
<th>Additional Amount Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55891</td>
<td>$6000.00</td>
<td>Annual advertising for cable television and movie theater ads for CJTC programs.</td>
</tr>
<tr>
<td>54510</td>
<td>$1000.00</td>
<td>To support supply needs of the corrections program and to make up for the overall rise in costs for office supplies.</td>
</tr>
</tbody>
</table>

Submitted By:  
Approved By:

________________________________  _______________________
Budget Center Manager       President/Vice President

AUGUST 11, 2005