Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Police Academy

Term/Year of Review: Fall 2020

Summary of Program Review:

A.   Major Findings
    1.   Strengths:

> The Criminal Justice Training Center provides basic training courses for police officers, correctional officers, 911 dispatchers, and recertification training for police officers as well as advanced police training courses.
>
> The full time staff is comprised of professionals, dedicated to providing high quality training courses. Our adjunct staff are professionals from the field. Some are currently working as officers from all levels, as well as retired professionals. They have vast experience and expertise. All exceed the POST minimum standard for expertise in their specialized field of instruction. Our specialized instructional teams deliver expert instruction in firearms, vehicle operations, arrest and control training and physical training. These are very complex, high liability training areas.
>
> Every instructor in the program has completed at least a 40-hour instructor development course that includes adult learning methodologies and a graded teaching demonstration. This requirement has been in place for two decades and exceeds most other areas of the college. Additionally, every instructor takes professional update training for their areas of expertise
>
> The staff consistently evaluates the delivery of each course. Students provide written evaluations for each course. We retain the feedback and adjust our presentations. The high quality of instructions continues to be among the common positive areas of feedback.

    2.   Areas for Improvement:

> A high priority for improvement is to reduce the number of students who give up and leave the program in the early weeks of the police academy. We will identify ways to better prepare students for entry to the police academy as well as evaluate the style and approach to discipline within the role of the traditional drill instructor.
>
> We must improve our training delivery relevant to scenario training and testing. We experience significant attrition due to scenario testing failures. To achieve the desirable results we are restructuring the content delivery to include more interactive, scenario-based instruction.
>
> We are in the midst of a comprehensive review of our curriculum content and delivery. The California citizenry are looking for change toward a less paramilitary training experience. Recent changes due to legislation have already required presentation of specialized training. We must continue to be aware of our preparedness to deliver training.

3. **Projected Program Growth, Stability, or Viability:**

> The CJTC is stable. Our offerings meet the needs of clients in our region. Feedback from the Commission on Peace Officer Standards and Training (POST) verifies we deliver exemplary training. We enjoy the support of agencies within our region. Recently, we have been recognized for our innovative approach to Human Relations training. This has sparked interest in our program from agencies outside of our usual region. State agencies, such as the Franchise Tax Board, the California Department of Insurance, The California Department of Health Services, and the Department of Motor Vehicles, now send students to our programs from throughout the state.

B. **New Objectives/Goals:**

- Work with RPIE to focus on retention and student success
- Develop an online course to meet equivalency needs for basic academy instructors
- Develop other online training opportunities for current instructors
- Redefine our "high Discipline, Moderate Stress" model and improve preparing candidates for field training
- Work with the Commission on POST to streamline the certification process
- Seek opportunities to introduce new interactive training technologies
- Incorporate additional scenario practicums
- Connect with training managers in the region and identify regional specialized needs.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Police Academy
Degrees/Certificates	Law Enforcement-Basic Police Academy: CoA
Courses	CJT-200
	CJT-203
	CJT-297

Taxonomy of Programs, July 2020

I.   PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	226	175	161	-28.8%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
CJT-200	99	39	23	-76.8%
CJT-203	73	70	79	8.2%
CJT-297	56	66	60	7.1%
Within the Program	228	175	162	-28.9%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Police Academy Program decreased by 28.8% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Police Academy Program decreased by 28.9%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following course changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *Course with an enrollment decrease:*
> - *CJT-200 (-76.8%)*

Program Reflection:

Please reference the following chart. The numbers reflected here are accurate according to our enrollment graduation rosters. There are variables that may have affected the numbers provided us.

	2017-2018	2018-2019	2019-2020
Headcount			
Within the Program	239	238	184
Enrollments			
CJT-200	111	100	72
CJT-203	71	72	52
CJT-297	57	66	60
Within the Program	239	238	184

For example, in 2019-2020, grades may not have been submitted at the time that the numbers were pulled. The deadline for grades was extended into August so reporting was delayed.

One session of CJT 200 was delayed due to wild fires. This extended the deadline for grade submission. We do not know why there is a discrepancy in the numbers submitted for CJT 203 for last year, but I do know the numbers in the above chart are accurate.

The headcount and enrollment numbers in the above chart are not limited to Census day?
The program review data only includes enrollments as of Census Day. Another source of discrepancy.

_____

CJT – 200 The Basic Police Academy is an entry-level course for students wishing to be certified for hire as a police officer in the state of California. Students taking this course usually move on to other educational institutions once they have gotten into the field. We offer the course in a forty hour per week format. We do not offered the course in an extended format as in the past because of low enrollment. We do not expect to see the extended course offered in the near future, as the demand for the course has evaporated. Police agencies are struggling to find viable candidates to place in academy programs. Agencies throughout the state are trying to hire and financially support students as they take this course. We do have self-sponsored students taking the course as well.

Although the size of the law enforcement workforce in California remains stable, enrollment is declining. Unique environmental factors over the evaluated time period inhibited the delivery of the course. Wild fires in the 2017-2018 period delayed one course's graduation date. We postponed delivery of that course. That action skewed the data because it changed reporting timelines.

The change in enrollment trend demonstrates the influence of the COVID pandemic. We suspended the delivery of one class for three months, postponed the start of another offering, and then could not fill a third offering due to low enrollment. Simply stated, the students who would have attended one course, simply chose to postpone to a later course.

The number of peace officer job vacancies in California remains high and continues to grow. We expect 2020-2021 will see a return to increased enrollment for students in pursuit of this certification.

In 2019, we started revising our website and local advertising using computer monitor displays in our building. We continue to use our website to respond to questions from persons interested in a law enforcement career. We are experiencing an increase in questions through the website and are diligently responding to them. We expect to see this trend continue.

2. **Average Class Size**

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
CJT-200	3	33.0	3	13.0	2	11.5	20.1	-65.2%
CJT-203	3	24.3	3	23.3	3	26.3	24.7	8.2%
CJT-297	2	28.0	3	22.0	2	30.0	26.0	7.1%
Program Average*	8	28.5	9	19.4	7	23.1	23.5	-18.9%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

Total # Enrollments.

Total # Sections

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Police Academy Program has claimed an average of 23.5 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 18.9% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following course changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Course with a decrease in average class size:
   o CJT-200 (-65.2%)

Program Reflection:

The average class size for CJT-200 is different than reported above. The accurate class sizes at the start of each class for each year are as follows:
CJT-200 2017-2018 / 3 sections / Average size 36
CJT-200 2018-2019 / 3 sections / Average size 33
CJT-200 2019-2020 / 2 sections / Average size 36

CJT- 203 and CJT-297 were more closely represented.

We believe enrollment was impacted by the wild fires, community loss in trust with the profession and the pandemic. We now offer smaller class sizes due to social distancing so this will also impact the average class sizes as we move ahead.

The need for the courses in this region is stable. We are in touch with our allied agencies and are certain the demand for the courses will not wane. We enjoy support from the region. We expect the demand for the courses from outside the region will continue into the coming year.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018			
2018-2019	Fill rate analysis is not included, as Police Academy courses do not identify capacity targets.		
2019-2020			
Three-Year Program Total			
Institutional Level			
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	82.7	11.0	7.5
2018-2019	97.8	12.6	7.8
2019-2020	64.2	17.0	3.8
Three-Year Program Total	244.7	40.6	6.0
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Productivity decreased over the three-year period and ranged from 3.8 to 7.8. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 6.0 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Ove the past two years, the Commission on POST has interpreted POST regulations regarding student supervision and instruction more narrowly. Minimum requirements for police academy certification requires the presence of a Director, Coordinator and Recruit Training Officer to be present and available during congregation of police academy classes. Strict student-to-instructor ratios must be adhered to when providing the following training and testing:

- Arrest and Control
- Emergency Vehicle Operations
- Firearms
- Physical Fitness Training
- Practicum Demonstrations
- Scenarios Demonstrations

POST Regulations set minimum certification requirements. We continue to monitor our ratios to provide the optimum training while meeting staffing requirements. The program director, as a member of the California Academy Directors' Association, recently met with POST leadership to discuss these demanding training and testing requirements. We are clarifying interpretation and application of regulation. We will continue to advocate for reasonable interpretations while complying with those regulations.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 33-3051	Projected Growth (% Change in Employment)	Total Job Openings (Next 10 Years)
Napa County (2016-2026)	6.3%	110
California (2018-2028)	3.7%	54,640
Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solono, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).*		

> *RPIE Analysis: The Economic Development Department projects a 6.3% increase in the number of positions in Napa County associated with the Police Academy Program between 2016 and 2026. Over that ten-year period, 110 job openings are anticipated. The projected 6.3% increase for Napa County (between 2016 and 2016) exceeds the projected 3.7% increase anticipated across California between 2018 and 2028.*

Program Reflection:

> Public calls for "defunding", civil disobedience resulting from loss of confidence in the police, and public scrutiny of law enforcement's community interactions influence labor demand. While there is a projected increase for Napa County, we expect to maintain our current enrollment and class size trends. Our relationship with allied agencies is healthy. We will continue to maintain these effective relationships.
>
> The availability of jobs for graduates of the CJT-203 Corrections Course is robust. The majority of our students are already employed and taking the course as part of their job requirements.
>
> The availability of jobs for graduates of our CJT-297 Recertification course should also be strong. Many officers from the field are choosing early retirements. Attrition rates are on the rise, and it is difficult for employers to find qualified candidates.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
CJT-200	62.7%		X	57.8%		X
CJT-203	100%	X		96.8%	X	
CJT-297	100%	X		92.9%	X	

Program Level	89.4%	**84.4%**
Institutional Level	90.5%	76.3%

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Police Academy Program mirrored the rate at the institutional level. The retention rate for CJT-200 was significantly lower than the program-level rate. The retention rates for CJT-203 and CJT-297 were significantly higher than the program-level rate. The retention rate for the Police Academy Program falls in the 24th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Police Academy Program was significantly higher than the rate at the institutional level. The successful course completion rate for CJT-200 was significantly lower than the program-level rate. The successful course completion rates CJT-203 and CJT-297 were significantly higher than the program-level rate. The successful course completion rate for the Police Academy Program falls in the 71st percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (5%) was significantly lower than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

No Police Academy Program courses claimed differences (between retention and successful course completion) that exceeded 10%.

Program Reflection:

We are concerned about the attrition rate in our CJT 200 Basic Police Academy course. We recognize that state agencies are sending their employees to our program now, more frequently than in our past. This broadens our already diverse student population. We receive students from all over the state who will never work as patrol officers in police departments, but rather, will take positions and special investigators. This influences the skill level of our class populations. We welcome the diversity and belief of these agencies, that their students will receive quality training that will benefit their readiness for the career.

We are in the process of evaluating our training delivery in all our courses, to determine if we are doing the best we can to prepare our students for the complex testing processes required in our programs. We plan the following action steps:

- Integrating fundamental cognitive knowledge to performance in testing, through scenario based learning activities
- Introducing additional demonstrations and practicums to incorporate interactive learning activities.
- Verifying assimilation of skill sets and job knowledge through practicum debriefings.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	86.1%	86.4%	75.0%	65.3%
Hispanic			88.6%	*73.9%*
First Generation			85.2%	*75.0%*

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Police Academy Program, the retention rate among Black/African American students reflected the rate at the institutional level.

Within the Police Academy Program, the successful course completion rates at the program-level were higher than the rates at the institutional level for all three groups. The differences among Hispanic and First-Generation students were statistically significant.

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate reflected the institution-level rate for retention, and the program-level rate exceeded the institution-level rate for successful course completion. (See Section I.B.1 above).

Program Reflection:

We are pleased with Student Equity indicators. An area of strength in our courses is our delivery of diversity training infused throughout our instruction. The Commission on POST recognized our course content, referring to our curriculum as a model of effective training. We review and update this area of training after each course presentation.

We team teach this area of instruction in a dynamic and highly interactive manner. Continued focus on cultural competence helps sustain successful course completion and retention. Feedback from the students in their end of course evaluation indicates they learn much from the curriculum and feel supported in their quest for a successful career in this profession..

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

> *This section does not apply to the Police Academy Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2017-2018 and 2019-2020.*

C. **Student Achievement**

1. **Program Completion**

	2017-2018	2018-2019	2019-2020
Certificates			
Law Enforcement Basic Police Academy: CoA	30	--	--
Institutional: Certificates of Achievement	404	349	308
Average Time to Certificate (in Years)+			
Law Enforcement Basic Police Academy: CoA	3	--	--
Institutional: Certificates of Achievement	3	3	4

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2017-2018 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2008-2009 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

> *RPIE Analysis: There is no trend data for the number of Law Enforcement Basic Police Academy certificates of achievement conferred by the Police Academy Program, as 2017-2018 was the only year (over the past three years) that this certificate was*

> *conferred. The Police Academy Program accounted for 7.4% of the certificates conferred in 2017-2018. For 2017-2018, the average time to certificate among Police Academy certificate recipients was 3 years, which was equal to the average time to certifate across the institution that year.*

Program Reflection:

CJT-200

The above data, regarding the Law Enforcement Basic Police Academy Certificate of Achievement is incorrect.

This is correct data:

*2017-2018 we signed **55** applications for certificates of achievement and forwarded them to the office of Admissions and Records.

*2018-2019 we signed **48** applications for certificates of achievement and forwarded them to the Office of Admissions and Records.

*2019-2020 we signed **19** applications for certificates of achievement and forwarded them to the office of instruction.

*Admissions and Records awarded the certificates.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	80% (100%)	97% (2017-2018 report)	97% (2018-2019 report)	95% (2019-2020 report)	96.4%
Licensure Exam Pass Rate	Licensure exams are not required for this program.") within the merged cell				
Sources: Perkins IV Core 4 Employment data for Program (TOP Code 210550) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.*					

> *RPIE Analysis: In 2019, the Police Academy Program revisited the program-set standard it established in 2015 and identified a stretch goal. As a result of that process, the program-set standard was increased from 60% to 80%, and a stretch goal of 100% was established. Among Basic Police Program students, job placement rates have consistently exceeded the program-set standard of 80% over the past three years. The job placement rate has not reached the stretch goal during this period.*

Program Reflection:

This is an area of strength. We continue to follow up with employers and students following course completion. Feedback indicates students are well prepared to enter field training and other agency specific basic training programs.

We do not "screen" students for background behaviors that may affect their viability for employment. We do not have that legal authority. Consequently, we are unable to comment on the graduate's qualifications for hire. We can verify graduates have met the minimum performance requirements of our program, which exceeds POST minimum standards.

We continue to focus on counseling and mentoring students while they attend the program. In some instances, students realize they are not eligible for hire due to past behaviors that resign from the program. While this contributes to the attrition rate, it is the right action to take for the profession.

II. **CURRICULUM**

    A. **Courses**

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* *& Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
CJT	90	08/14/2020	No	Substantive 2021/2022		
CJT	200	08/11/2008	No	Substantive 2021/2022		
CJT	203	01/15/2016	No	Substantive 2021/2022		
CJT	211	08/15/2005	No	Substantive 2021/2022		
CJT	296	08/12/2019	No	Substantive 2021/2022		
CJT	297	08/14/2006	No	Substantive 2021/2022		
CJT	310	08/14/2020	No	Substantive 2021/2022		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. **Degrees and Certificates[+]**

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Certificate of Achievement	08/11/2008	Yes	No		X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The CJT 200 Basic Academy Certificate meets the C-ID Transfer Degree content requirements.

III.   **LEARNING OUTCOMES ASSESSMENT**

A. **Status of Learning Outcomes Assessment**
Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
3	3	3	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
CJTC CofA	4	4	4	100%	100%

Program Reflection:

The SLO's for the Police Academy, Corrections Academy and Recertification Course are tied to the mandated training standards for the Commission on POST. 100% of the time, we evaluate at least one SLO each course offering. We try to maintain an evaluation of every outcome following the delivery of every course offering. The Commission on POST sets standards for performance. Our standards exceed POST minimum standards. Therefore, our achievement level for outcomes is excellent for students completing the courses.

B. Summary of Learning Outcomes Assessment Findings and Actions

The following are the Student Learning Outcomes for the courses evaluated in this process.

CJT 200 - Police Academy
1: Demonstrate oral and written communication skills
2: Confront and assess a problem and identify a solution using good judgment.
3: Comprehend and retain factual and technical information related to the profession.
4: Understand differences and work effectively with diverse populations.
5: Demonstrate physical fitness, stamina, and fine motor skills related the profession.
6: Identify personal strengths and weaknesses.

CJT 203 - 832 PC-Laws of Arrest Course
1. Demonstrate oral and written communications skills related to the job of a peace officer.
2. Demonstrate the process of making a legal arrest.
3. Explain how the Code of Ethics influences decisions on and off duty in the job of a peace officer.
4. Comprehend and retain factual and technical information related to the profession.

CJT 297 - Recertification Course
1. Demonstrate oral and written communication skills.
2. Comprehend and retain factual and technical information related to the profession.

We are satisfied that we are achieving a desirable level of success with the current learning outcomes. However, we strive to improve with each course presentation. As stated earlier, we exceed the state's minimum standards in each of the identified areas. As you can see, oral and written communication are key skills. We also focus on problem solving skills in dynamic environments, utilizing technical knowledge and factual information.

Program Reflection:

Planned Action:
- Continue routine evaluation of SLO's of each course offering.
- Communicate results to allied agencies.
- Assess the need to change/update outcomes.
- Confirm students are aware of desirable outcomes
- Assess students' awareness of outcomes through end-of-course evaluations

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

⊘tability

This evaluation of the state of the program is supported by the following parts of this report:

- Enrollment data suggests students are still attracted to these courses as evidenced by consistent attendance.
- Fill rates and productivity reveal a healthy state of balance predicated on State Mandates for instruction delivery.
- The Labor Market Demand illustrates the need for the program in this region.
- Retention and Course Completion data indicate we are setting challenging standards while carefully monitoring the reasons for attrition.
- Agencies from across the state choose our programs. The resultant diversity of student population supports the notion we are currently stable.
- The participation of our staff, in law enforcement training leadership signals a very stable condition lending toward program success.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Criminal Justice Training Center
Plan Years: 2021-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Work with allied agencies to assure training delivery meets their needs	Section 1	Advisory Committee Meeting January 2021 Training Managers Meeting January 2021	Ongoing support from both entities
Evaluate student-teacher ratios to assure maximum productivity	Section 1	January 2021 and forward	Compliance with state mandates
Review Attrition Rates	Section 1	January 2021	Lower attrition
Explore effectiveness of content delivery	Section 2	Immediate faculty and staff deliberations	Community and Commission Support
100% evaluation of every course offering for every SLO	Section 3	2020- forward	TracDat Updates

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Criminal Justice Training Center is adequately funded. We would benefit from an additional support staff position. Audit measures from the state require attention to a lot of detail. Submission of course records and updating of student files create administrative duties that require dedicated time. We plan to integrate this desirable resource into our unit plan.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Notable achievements
- Statewide recognition of the quality of our training in Cultural Diversity and Cultural Competency Training
- Participation in the development of new legislation requiring LGBT training throughout the state
- The use of Canvas to support student access to resources in CJT-200 Police Academy
- The CJTC Director is a member of the POST Commission Advisory Panel
- Our job placement rates are high.
- Increased SLO assessments over past years
- Achieving the "Distance Learning Grant" and development of two online courses for law enforcement

B. Effective Practices

Effective Practices:
- Collaboration with the Administration of Justice coordinator and faculty
- Updated website and course fliers
- Collaboration with the Commission on POST
- Outreach activities the Fairfield Public Safety Academy
- Outreach activities with allied agencies in the Napa, and Solano regions

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris, Senior Dean

Date:

11/02/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Criminal Justice Training Center/Police Academy has long been lauded as providing high quality, culturally immersive, and community-centered law enforcement training. The staff are highly qualified, highly skilled, and deliver POST-mandated training in a manner that is conducive to developing highly qualified and culturally sensitive law enforcement professionals. The staff routinely evaluates its methods and reviews the efficacy of the training that is required. While POST mandates specific areas of training, it is left to the program to deliver that training in the manner that best fits their abilities. The CJTC/Academy do so in an efficient and student-centered mode.

The Program has strict requirements and high expectations for their cadets (students). When a situation arises that may result in confusion or concern, the staff is quick to be contemplative in its approach to resolution of cadet complaints/issues.

Areas of concern, if any:

The primary concerns for the program are in the process of being addressed, to the extent possible, with the review and revision of the curriculum and delivery of the curriculum. The process is also providing and opportunity to create protocols and educational/informational experiences that students will be able to embrace upon enrollment (i.e., enhanced orientation experience, student handbook clarifications).

Societal unrest has placed the Program in a heightened level of awareness to which the staff is responding as an opportunity for improvement in a variety of areas listed above in "strengths" and below in "recommendations."

Recommendations for improvement:

Prioritize the information and education process that a student must complete prior to full admission to mitigate some of the early attrition in the program. This may assist the program by ensuring that once a student is admitted, their motivation level his high and they are informed and aware of the rigor/expectations of the program and the profession.

Concur with the assessment to improve the delivery of training that is relevant to scenario training and testing. Restructuring of the content delivery to be more interactive and scenario-based is expected to reduce the attrition rates at this level of the Academy.

The comprehensive review of the curriculum and delivery will assist the program in moving forward with appropriate training of future law enforcement officers. The illumination of law enforcement nationwide during the Spring/Summer 2020 has provided the citizenry with increasing expectations of the profession. The responsiveness of the program to address their overall curriculum, training methods, and delivery of same is to be commended.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	None
Personnel: Classified	Restoration of Admin Assist position that was lost several years ago.
Personnel: Admin/Confidential	None
Instructional Equipment	None
Instructional Technology	Improved web connectivity
Facilities	None
Operating Budget	None
Professional Development/ Training	Availability of professional development opportunities appropriate for the professional standards.
Library & Learning Materials	Adequate