

# LMC Comprehensive Program Review

## Instructional Units

**2017-2018**

### **Program/Discipline: Law Enforcement Academy**

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

## 1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? ( e.g. new programs, discontinued or major changes to existing programs)

The Law Enforcement Academy has historically been cataloged under Administration of Justice. Beginning in 2018, it will be under the Law Enforcement title and separate from Administration of Justice. This reason is for program clarity for students searching for the Law Enforcement Academy, and the distinct differences in learning outcomes and pedagogy between ADJUS courses versus the Law Academy. They are measured and assessed entirely different and do not share the same faculty.

The Modular Academy courses (ADJUS 001, 002, 003) were eliminated in order to focus on full-time academy. The full-time Law Enforcement Academy was ADJUS 05A and 05B, which were combined into one course, ADJUS 005. The modular was not fiscally sustainable.

- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

No changes at this time. Peace Officer Standards and Training POST (<https://www.post.ca.gov/basic-training-academies>) has not indicated significant changes in content or hours. The LMC Law Enforcement Academy currently exceeds POST required hours based upon local law enforcement needs.

## 2. Degree and Certificate Requirements

**Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.**

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ADJUS 005	ADJUS 005	ADJUS 005	ADJUS 005

### 3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

- 3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future. *n/a*
- 3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it? *n/a*
- 3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ADJUS 005	1	1	1	1
Rationale for any Major Changes				
<p><b>The Law Enforcement Academy is a six month, 25 unit program/course. Academies have staggered start times due to facility constraints. Each section can accommodate 55 students per Academy class. Beginning in fall 2018, the Academy will drop back to two Academies per year and increase the class max to 65. This is based upon labor market demand, facility capacity and recruiting</b></p>				

**difficulties. The determination of how many academies is done each year in the spring when the contract for the instructional services agreement is negotiated.**

## 4. Existing Curriculum Analysis

### 4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

**COOR completed in fall 2017 and submitted in January 2018.**

Course	Faculty Responsible for COOR Update
ADJUS 005	Natalie Hannum with Tory Kornblum (Adjunct faculty and Academy Lieutenant)

### 4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	No
How have these changes enhanced your program?	n/a

## 5. New Curriculum Analysis

**5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)**

What additional courses will need to be created to support the new degree or certificate?	None
What significant changes to existing course content would need to be made to support the new degree or certificate?	None

## 6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

The purpose of the Law Enforcement Academy Advisory committee is to provide direct feedback to academy leaders and staff of the workforce expectations, inform Academy content, and provide ideas to strengthen the pipeline for recruitment. The structure of the Advisory Committee is designed to represent student, faculty, industry and public interests as it relates to basic law enforcement training.

Meeting formats/agendas take into account labor market information and data, curriculum review, overall programmatic outcomes (degrees, completers, and employability), resource needs and plans for the future. It is a reflective exercise whereby past Academy students are encouraged to share their thoughts, ideas and experiences.

The last advisory committee meeting was November 17, 2016. This was a joint advisory committee between the ADJUS core degree program and the Law Enforcement Academy. Members included the following:

Natalie Hannum, Dean CTE & Social Sciences  
Anthony Hailey, ADJUS faculty  
Ed Sanchez, Pittsburg PD & LMC Adjunct  
Ed Carney, 4CD Police Services  
T. Herbert, Brentwood P.D.  
V. Durant (student- LMC/CCCSO recruit)  
Tory Kornblum, Adjunct Faculty & Academy Lieutenant  
Charles Caruso (student- LMC/CCCSO recruit)  
Jason Tonkel, Brentwood P.D.  
Dan Cabral, DA's office & LMC Adjunct  
Tara Sanders, Community Partnership Liaison

In February 2017, it was decided that the local Police Chiefs' Association would serve as the Advisory Committee for the Law Enforcement Academy. This group meets once per month and regularly informs Academy Staff, who are adjunct instructors, of needs/expectations of the Academy; however, this group has traditionally not included college administration, students and other members that could effectively give a more holistic view of the program. Going forward, it was decided that one Chief's meeting per year, at minimum would be an integrated Chief's and Law Academy Advisory Committee meeting. The Chief's represent the hiring institutions, and the Law Enforcement Academy is a direct to work program (many are employed by their respective agencies while attending the Academy), so moving to this format seemed like a more effective group to advise the program. The next advisory meeting is scheduled for February 21, 2018.

## 7. Assessment Effectiveness:

### 7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 ( 2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

n/a

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

n/a

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed	The assessment was easily scaled across the department so that

	challenges to implement across the program.	full- and part-time faculty could participate with meaningful outcomes.
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7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning? The assessment process for Law Enforcement is very prescribed and is measured using the POST learning domains for cognitive and psychomotor domains. Because all domains depend upon well-defined performance outcomes, both written and psychomotor, assessment is quite simple. More meaningful data could be collected by better collecting the conversations or anecdotal observations about pedagogy and teaching methods that occur among the academy instructors.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

The law enforcement academy had a traditional physical training component at the beginning of the assessment cycle. However, as new information about physical education and lifetime fitness emerged, the Academy realized that the physical training standards were being met, but not changing behaviors that lead to overall better fitness and health for long-term employment in the profession. The Academy is the foundation for all law enforcement futures. The Academy adopted a lifetime fitness program that replace the traditional calisthenics, five mile run, and wall climbing, with a program that emphasizes mobility, recovery, form/technique and nutrition. A police officer's day is based upon functional and compound movements, and the new curriculum addresses this while recruits are in their formative training. In doing so, the Academy has framed physical fitness component around lifetime fitness and not just physical training, which has led to fewer injuries overall.

## 7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Program level assessment for Law Enforcement is a melding of the CSLO assessment, comparison to POST standards. New POST testing standards effectively July 1, 2018 raised the pass points/cut scores to 80%, 82%, and 84% respectively for tests 1, 2 and 3. LMC's Academy has had a historical 80% cut score, so the impact to student success has not been impact due to this change. Over the past five years, six student have not passed the Academy. One for firearms and five for academic testing.

7.2.2. What was the biggest challenge in conducting program level assessment? Matching learning domains dictated by POST to college level CSLO's and capturing Academy staff observations/comments and how this led to a change in pedagogy.

7.2.3. What resource needs, if any, were identified in your program level assessment? **The Academy is an instructional services agreement between LMC and the Office of the Contra Costa County Sheriff. It is a partnership, but at times, it works as an autonomous unit. It has been identified through this process that the academy needs additional technology to support on-line learning and testing. In 2018, the Academy received \$58,000 in Perkins funds to purchase new computers for on-line testing. This was the first Perkins investment in this program in this assessment cycle. It has opened up addition resource needs around professional development for both staff and recruits.**

## 8. Course Success/Retention Analysis

**Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report**

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	<b>African- American</b>	<b>Low Income Students</b>	<b>All students in program/discipline</b>
<b>Completion Rate (program/discipline)</b>	94.8% (FA 2016), 93.8(SP 2017)	94.9 (FA 2016), 90.9 (SP 2017)	92.6%
<b>Success Rate (program/discipline)</b>	69% (FA 2016), 70% (SP 2017)	74.1% (FA 2016), 68.1 (SP 2017)	74.5

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

**Recruitment active and on-going with the intention of a diverse workforce. The college and Sheriff’s Office, in collaboration with the Chiefs Association, value and make a concerted effort to recruit a community of officers that is reflective of the communities they serve. The difficulty of the data is that it is aggregated with the overall ADJUS program and not disaggregate to delineate the Law Academy from the ADJUS course. For future reviews, this will be necessary.**

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Early intervention (pathways) in middle and high school to ensure they meet the background requirements.

## 9. Goals

**9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.**

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Implemented a paperless method for texts and books. Recruits are now issued a tablet/laptop computer so everything is done electronically.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	Continuing with modular academy. It was cost prohibitive.

**9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:**

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy,</p>



	demonstrating empathy and compassion when working with students.
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Raise awareness of law enforcement careers through a Law Enforcement Pathway and market them to potential student.	1, 2	1, 2
Goal 2: Increase professional development opportunities around diversity, equity and law enforcement training and the local community.	1, 2,	5, 6
Goal 3:		
Goal 4:		
Goal 5:		

**OPTIONAL**

9.3 Resource needs to meet five-year goals

<b><u>Faculty/Staff Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

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<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
2	1 & 2
Department/Unit Name	Resource Type
Law Enforcement Academy	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense

Host equity and cultural competency training with Law Enforcement Recruits, staff and community members. Ex: Jodi Pfarr- Bridges out of Poverty. Perkins funds could be used for this.	
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**Justification:**

This would strengthen the program and engage the local populations.