INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Police Science/Criminal Justice

Name of Division

Criminal Justice

Name of Person Preparing this Report	**Extension**
Jeffrey Klug	8286

Names of Department Members Consulted

Doris Stuart, Saban Hardesty, and Horace Boatwright.

Name of Reviewers

Ed Millican and Sheri Lillard

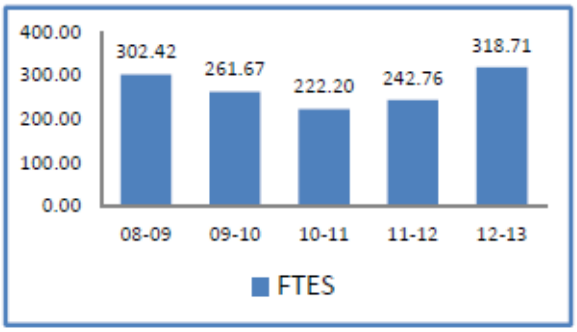
Work Flow	**Due Date**	**Date Submitted**
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

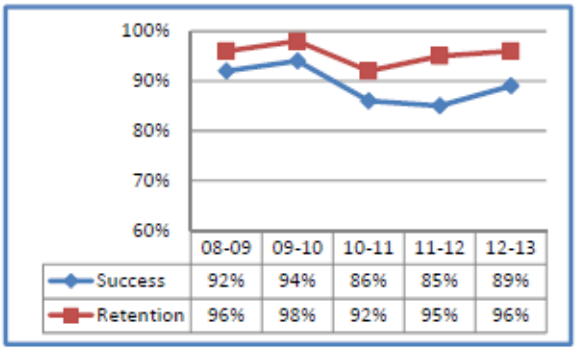
List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers		1	
Faculty			160-180
Classified Staff	1		
Total	1	1	160-180

Criminal Justice – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,500	1,480	782	693	961
FTEF	16.68	11.86	9.35	9.60	10.48
WSCH per FTEF	544	662	713	759	912



	08-09	09-10	10-11	11-12	12-13
Sections	108	58	26	31	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	4	8	4	9	6

Description:

The Criminal Justice Department offers law enforcement courses designed for entry level officers. Presently offering a fulltime (6 month academy), and part time extended academy (12months) The curriculum is certified by the Commision on Peace Officer Standards and Training and upon successful completetion each student receives a certificate allowing him to be hired as a police officer, school police officer or deputy sheriff anywhere in California.

Assessment:

Criminal Justice has demonstrated high enrollment growth in 2012-13. This is a result of the improvement of the economy and police departments have been aggressively hiring police officers. Our Department have removed over 100 sections from Curricunet that have not been offered for more than five years. These classes were removed to concentrate on our primary goal of providing basic academy training for entry-level officers.

Program Goals:

- Continue providing quality law enforcement training with a greater emphasises on ethics and character development.
- Finalize the update and content review process for the five basic academy courses.
- Ensure all academy instructors recerify through the AICP website.

Challenges and Opportunities:

- Develop strategies to increase the readiness of academy applicants for the physical rigors of the training program.
- Continue offering four intensive-format, and one extended format basic law enforcement academies annually to meet the current high demand for officers.

Action Plan:

- Start collecting hiring data on all graduates of all three academies.
- Develop a comprehensive marketing program for all three academy programs to increase the number of candidates entering the program.
- Increase the number of law enforcement agencies visiting our program to recruit police officers prior to graduation.
- Hold at least two advisory meetings a year to discuss the weaknesses in the the report writing and other components of training.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Criminal Justice	**Program: Police Science**	**Demographics Fall 2009 – Fall 2012**	**Campus**
3.3%	4.2%	**Asian**	6.2%
13.6%	5.8%	**African-American**	20.3%
41.9%	34.0%	**Hispanic**	48.6%
1.7%	2.0%	**Native American**	1.0%
0.5%	1.6%	**Pacific Islander**	0.7%
35.0%	51.3%	**White**	21.0%
4.0%	1.0%	**Other/Unknown**	2.1%
52.4%	13.7%	**Female**	54.6%
47.6%	86.3%	**Male**	45.2%
2.8%	0.2%	**Disability**	5.4%
Min: 18	Min: 20	**Age**	Min: 15
Max: 73	Max: 71		Max: 88
Avg: 34	Avg: 32.30		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Received meets. Not updated

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Received meets. Not updated

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

Our student success rate average for all the 5 years evaluated is 89.2 % and our retention rate average for all five years is 95.6%. The results reflect little change from year to year. I compared our success and retention rates to similar law enforcement programs (Administration of Justice and Corrections) and found our success and retention rates are substantially higher. Administration of Justice success rate average is 74.2% and retention rate is 85.4%. Corrections success rate average is 69.2% and retention rate is 86.2%.

Our high success and retention rates are maintained by providing all students with information on available tutoring at San Bernardino Valley College to improve reading and writing skills.

The Criminal Justice Program is a certificate program. Students that successfully complete the Police Academy are issued a Peace Officer Standards and Training (POST) certificate that allows them to obtain employment as a peace officer anywhere in California. The certificates awarded data from the current 2012-13 EMP chart is not accurate. I contacted Christie Gabriel from Department of Research, Planning, and Institutional Effectiveness on February 3, 2014, and provided her with the correct data on certificates awarded. The Criminal Justice Program is similar to other Tech Division programs where a certificate is a goal rather than an A.A. degree. Christie investigated the inaccurate reporting of certificates issued. Christie found that POST certificates are awarded by the DOJ (POST is part of DOJ), not SBVC, we do not track them in CCCCO Curriculum inventory. She said if we are interested in tracking them in the future we need to set up a meeting to work out the details. The Criminal Justice Program plans on meeting with Department of Research, Planning, and Institutional Effectiveness and start reporting the number of certificates issued so they can be entered on future EMP reports.

Year	Certificates issued
08-09	186
09-10	166
10-11	160
11-12	171
12-13	196

High field standards are set by Peace Officer Standards and Training (POST); students receiving certification meet requirements for job performance. The job outlook is bright, with 73K openings and future projections topping 78K positions.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Standards in the field are set by POST, Peace Officers Standards and Training. As the state's certifying agency under the direction of the Department of Justice, POST is prescriptive with its mandates for curricula content, delivery of training, training facilities, safety ratios, and security of its authored materials. The high standards of POST help to ensure individuals receiving a certificate in their name meet requirements for satisfactory knowledge and job performance.

The California Labor Market Report provided by the California Employment and Development Department reveals a continuing demand for peace officers and related fields, currently over 73,000 and future projections of 78,000 positions. The POST website lists many agencies advertising law enforcement positions from chief to police to dispatchers.

Further growth in this area is assured with the new construction and opening of a large county correctional facility in Riverside County and another large county correctional facility being constructed/expanded in the Adelanto area of San Bernardino County. AB109 legislation reallocating thousands of state prisoners to county probation control and the legislative changes to the Penal Code which mandates no more prison sentences for those convicted of nonviolent-specific offenses, will require more local correctional officers/ and deputies. Employers will be looking for qualified candidates who have demonstrated a desire to continue their education. The full impact of the prison reallocation legislation will not be known for several years; however, it has already severely impacted county governments with the increased workload, inmate electronic monitoring and housing expenses of those released and unsupervised parolees who are already re-offending and being arrested.

In the law enforcement field, all job candidates, no matter how well they do at any college level, must still pass rigid hiring standards including; a background investigation, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and complete the agency's statewide-mandated training prior to full employment.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See Strategic Initiative 5.1

Since our Program Efficacy Report submitted in Spring 2013 we have developed questions for all our SLO's including classes not presently offered. We evaluate SLO's for every class that we offer including POLICE-002, POLICE-100, POLICE-101, POLICE-102, and POLICE-103. In addition, a copy of all the SLO's are included in the "Day One" binder and are discussed by the academy director.

We have not offered CRMJUS-058, CRMJUS-059, CRMJUS-060, CRMJUS-061, CRMJUS-070 with San Bernardino County Sheriff's Department since the last efficacy report because all the FTES (300 FTES) was utilized to fund the Basic and Extended Academies (POLICE-002, POLICE-100, POLICE-101,

POLICE-102, and POLICE-103.) When money is available we plan on offering these classes again and will evaluate SLO's for all classes offered.

Here are the SLO results since our last efficacy report:

Extended Academy Class #32 (08-28-12 to 08-24-13) 34 students. 100% met/above standard.
Basic Academy Class #189 (01-14-13 to 06-20-13) 38 students. 100% met/above standard.
Basic Academy Class #190 (05-16-13 to10-10-13) 34 students. 100% met/above standard.
Basic Academy Class #191 (07-15-13 to12-19-13) 48 students. 100% met/above standard.

Director Klug met with the staff of the Extended Academy on September 10, 2013, and reviewed
The SLO's, and SLO questions for the Extended Academy. Academy staff discussed the importance of the program SLO's and SLO questions and how they help students perform better on the twenty-six Learning Domain tests during the fifty-two week academy. They were provided with the SLO assessment results from Class #32 that graduated August 24, 2013.

Director Klug met with Amanda Allen on November 7, 2013, at the San Bernardino County Sheriff's Academy to review the SLO questions for the Basic Academy and discuss how SLO's are improving student learning. Questions have to be updated when POST Workbooks are revised and changes are made to the Penal Code and Vehicle Code.

Academy Director Jeff Klug met with Dr. Gloria Fisher on January 14, 2014, and Dr. Haragewen Kinde on January 30, 2014, and discussed the results of the recent SLO assessments, SLO revisions and SLO questions.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See Strategic Initiative 5.1

Program Learning Outcome

1. Apply to any law enforcement agency in the State of California as police officer or deputy sheriff.
2. Apply knowledge and skills required in completing Field Training Program(FTO).
3. Chose to further their education by completing the requirements for an Administration of Justice Degree.
4. Demonstrate the ability to identify and understand key crime prevention techniques.
5. Understand the importance of community partnerships, prevention, and collaborative problem solving to reduce crime, the fear of crime and improve the quality of life.
6. Analyze the relationships between the law enforcement, courts, and corrections.
7. Demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted.
8. Recognize and respect the complexities of cultural diversity and have the skills necessary for identifying and responding to California's changing communities.

The first three program learning outcomes are tied the mission of our program and provide our students with the necessary tools to succeed in a law enforcement career. The remaining five program learning outcomes mirror the course student learning outcomes.

As stated above, all program learning outcomes are assessed each semester. The program learning outcomes are developed and/or revised in faculty discussions and noted on "Program SLO Summary Evaluation" form that is submitted to the Vice President of Instruction every Fall And Spring. The program learning outcomes are tied to the Peace Officer Standards and Training (POST) certificate core competencies; each program learning outcomes is related to one of the certificate core competencies and reflect core attainment by students successfully meeting or exceeding the SLO standards developed for each course. The first three year cycle has been completed and the Criminal Justice/Police program learning outcomes have been assessed at the program level. In discussions with Criminal Justice/Police faculty on 10-10-13 meeting, and with the College Vice President of Instruction on 01-30-14 the program learning outcomes have not required any other additional changes at this point in time. In addition, I discussed the program learning outcomes with the College President on 02-12-14.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

Received meets.

Not updated

How does this purpose relate to the college mission?

Received meets.

Not updated

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTES has grown from a low of 222.20 in 2010-2011, to a high of 318.71 in 2012-2013. This is a result of the increase of hiring by all local police and sheriff's departments. It is demonstrated by 318.71 FTES in the 2012-2013 school year which is clearly consistent with the EMP Summary enrollment data. In the same time frame, the WSCH increased from 713 in 2010-2011 to a high of 912 in 2012-2013. The most recent WSCH is 912, 387 more than the State Chancellor's recommendation of 525. The WSCH is so high because POST has allowed classes to swell to as many as 70 students to accommodate the large increase in hiring. Once all the vacant positions are filled the class sizes will shrink along with the WSCH. FTEF is pretty consistent over the last three years and varies from .25 to 1.13 each school year. The FTEF has increased over the past three years and is a result of 2011 POST audit that recommended a higher staff to student ratio for manipulative skills (firearms, driving and defensive tactics).

Despite going through a period of significant financial downturn for the District and the resultant program cuts, the program is remarkably effective. Noting that the Interim Director and Secretary are the only full-time faculty in the Criminal Justice/Police, spends a significant amount of non-instructional time doing scheduling, SLOs, SLO assessment, curriculum review, content review, program and certificate review.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Criminal Justice/Police Science				
	Course	**Status**	**Last Content**	**Next Review**

			Review	Date
	POLICE002 Basic Law Enforcement Academy	Active	03/09/2010	03/09/2016
	POLICE100 Criminal Law	Active	03/09/2010	03/09/2016
	POLICE101 Procedure and Evidence	Active	03/09/2010	03/09/2016
	POLICE102 Community Policing	Active	03/09/2010	03/09/2016
	POLICE103 Introduction to Criminal Investigation	Active	03/09/2010	03/09/2016
	CRMJUS058 Penal Code 832	Active	04/15/2008	04/15/2014
	CRMJUS059 Reserve Level I Officer	Active	02/04/2013	02/04/2019
	CRMJUS060 Reserve Level II Officer	Active	04/15/2008	04/15/2014
	CRMJUS061 Reserve Level III	Active	04/15/2008	04/15/2014
	CRMJUS070 Basic Dispatcher's Course	Active	03/11/2013	03/11/2019

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Received meets.

Not updated

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
POLICE-100	YES	NO
POLICE-101	YES	NO
POLICE-102	YES	NO
POLICE-103	YES	NO

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Criminal Justice/Police Academies have no plans to articulate or transfer to the UC system. Our program is a vocational program similar to Automotive Technology, Computer Information, Corrections, and Heating,

Ventilation, Air Conditioning and Refrigeration. In addition, other college based police academy classes do not transfer to the UC system (Fullerton College, Golden West College and Riverside Community College.)

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Received meets. Not updated

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Over the next three years, the demand for law enforcement officers is forecasted to increase. The State of California Employment Development Department is projecting the demand for police officers is going to increase 7.1 percent over last year. Peace Officer Standards and Training (POST) listed over one hundred and thirty-five openings for entry level police officer positions. Since January 2013, six different agencies have contacted our police academy requesting on-site recruitment for their department. In the past three years most of these same departments have had hiring freezes due to budget shortfalls related to the poor economy. This increase has resulted in a 30% increase in students applying for the Basic and Extended Academies.

Program planning:

To deal with the large increase in students applying for our academy we have increased the size of the academy classes from fifty to seventy students. The amount of Tactical Officers, Classroom Instructors and Clerical personnel have been increased 30%. This is required to meet the Peace Officer Standards and Training (POST) staff to student ratios. The Basic Academy has added additional modular buildings to handle the need for more classroom space. Additionally, most of the time the large classes are broken into two separate companies to accommodate driving, and firearms training. Half the class goes to firearms training while the other half goes to driver training.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program shows steady improvement in success and retention. With success at 89% and retention at an impressive 96%, the program's greatest strength is the quality of all the staff. To be able to present such complicated material with this kind of success is really remarkable. It shows the dedication of the academy director, academy coordinator, tactical officers and instructors. I am continually assessing whether there should be more prerequisites to enter the academy to increase the success and retention rate. Because of the popularity of these courses, they fill quickly and many are turned away. I responded by submitting a needs assessment for this budget year to obtain an increase in FTES. The increase in FTES will allow our department to add more academy classes.

During the last year, the percent of students hired after graduating from the Extended Academy has increased from 20% to 38% over the prior year. This is a result of working with our local law enforcement partners including San Bernardino County Sheriff's Department, San Bernardino City Unified School District and San Manual Tribal Police. The second major accomplishment was recertification of the Extended Academy in February 2011 following a stringent routine audit conducted by POST. We are due for our next POST audit in 2014. The third major accomplishment is POST's recertification of the Sheriff's Academy in March of 2011. It is one of the highest rated academies in the state.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Develop strategies to increase the readiness of academy applicants for the physical rigors of the training

program and ability to read and write law enforcement reports and forms. Continue offering four intensive-format, one extended-format, and two modular-format basic law enforcement academies annually to meet the demand for officers.

Program planning:

We have identified that some students are not physically fit to successfully participate in the physical rigors of the training program. To help our students succeed we provide a physical fitness workshop prior to the start of the academy to provide feedback to each prospective student on their current level of fitness and outline specific workout to get them ready for the rigors of academy physical training. Additionally, all prospective students are provided with a link with the Sheriff's Academy website http://www.sheriffsjob.com/academy.asp that provides photos and videos of the physical agility test that all students are required to pass before graduating from the Basic or Extended Academy.

We have identified that some applicants lack the reading and writing skills necessary to cope with law enforcement reports and forms. All students applying for the police academies must take the San Bernardino Valley College Academic Assessment regardless of prior education or testing. To enter the program a prospective student must place at the minimum of English 015 and Reading 015. This screening process eliminates many who lack the reading and writing skills necessary to prepare a quality law enforcement report or required forms. Applicants who do not place high enough must enroll in the appropriate lower level English or reading courses. These classes include English 914 - Basic Writing and/or reading 950 – Reading Skills II and must pass with a "C" or better.

During the Academy Orientation approximately five weeks before the start of the academy the applicants are provided with a list of all spelling tests given during the academy, study guidelines for improving report writing and a copy of the police academy report writing manual to study prior to entering the academy.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		

	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Received meets.

Not updated

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

We received 'Does Not Meet" under Part II: Student Success, Part III: Institutional Effectiveness (Productivity), and Part IV: Planning. The deficiencies have been previously addressed in this document and highlighted. Only areas that received "Does Not Meet" are addressed.

The most recent and updated EMP chart (2012/13) has been attached. Some of our "Does Not Meet." were a result of incorrect data entered on the previous version of the 2012 EMP provided by Research and Planning. Success,and retention data.