

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Administration of Justice Law Enforcement Ben Clark Training Center Fall 2011



Web Resources:

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

Need Help? Contact Dr. Jim Thomas (Jim.Thomas@norccollege.edu) or
David Torres (David.Torres@rccd.edu)

Last Revised: November 2012

Table of Contents

A.	Mission and Relationship to the College	3
B.	History	3
C.	Data and Environmental Scan	6
D.	Programs and Curriculum	8
E.	Student Outcomes Assessment	14
F.	Collaboration with Other Units	16
G.	Outreach	16
H.	Long Term Major Resource Planning	16
I.	Summary	17
J.	Recommendations to the Program Review Committee.....	18

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
LIFE SCIENCES DISCIPLINE
2011-2014**

A. Mission and Relationship to the College(s)

The Administration of Justice Law Enforcement Program at Ben Clark Training Center (BCTC) of the Moreno Valley College is an academic and career and technical education program that serves the community by providing basic and advanced law enforcement education and training. Responsive to the educational needs of its region, the Administration of Justice Law Enforcement program seeks to meet the workforce needs of regional public safety personnel, and the educational needs of students seeking a career in law enforcement. The program offers academic programs and student support services which include certificate, associate degree, and baccalaureate transfer programs for all who can benefit from them. Advanced officer and continuing education courses in law enforcement, corrections, and probation provide life-long learning opportunities for individuals working in public safety. Federal and state grants support this mission of the program.

B. History

The last comprehensive Program Review for the Administration of Justice discipline, which included the Law Enforcement Program, was completed in fall 2007. Since this time, the Law Enforcement program has experienced significant changes. Changes have included moving office locations, expanded facility renovations, staff reclassifications and program leadership restructuring. Additionally, the Public Safety Education and Training Program (PSET) received a five-year Title V grant for Hispanic Serving Institutions in the amount of \$2.8 million to expand access and provide services for all students, including the Hispanic-student population. The grant, in part, addresses technological program improvements and implementing real-life scenario-based practical skills applications for law enforcement courses. In addition to these resources, PSET was awarded a FIPSE (Funds for the Improvement of Post-Secondary Education) grant of \$600,000, whose funds have provided for assessment and modifications to the Law Enforcement Academy curriculum, as well as the development of a comprehensive basic skills pre-Academy remediation program to benefit students' academic achievement in the Academy.

In 2007, the leadership at Ben Clark Training Center (BCTC), which included Riverside Community College District (now Moreno Valley College as of January 2010), Riverside County Sheriff's Department, California Highway Patrol, and CALFire/Riverside County Fire, began discussing a facility plan that would better serve the student population and agencies that utilize the Ben Clark Training Center. These discussions led to a large expansion and infrastructure project

for the 375-acres at BCTC whereby office space, classroom facilities, modernized physical skills training facilities and Academy training grounds were developed.

In spring 2008, the Fire Technology and Emergency Medical Services programs moved from the administration building, located at 16791 Davis Avenue, to renovated CALFire space at 16888 Bundy Avenue at the Ben Clark Training Center. (The Law Enforcement Program remained at 16791 Davis Avenue with Sheriff's Administrative services). In addition to expanded office space, the newly renovated CALFire facility also includes an integrated computer lab for utilization as a comprehensive student resource center providing student assessment, counseling, and orientation services for new and returning students in public safety education and general education courses. Over the course of 2008-present, student services expanded to include DSPS, Veterans Services and Financial Aid. In summer 2010, student services technicians for the ADJ/Law Enforcement Training Programs were combined with the technician for the Fire Technology/Fire Academy Program to create a consolidated Admissions and Records office in the CALFire building. Today, the facility at 16888 Bundy Avenue serves as the hub of student services at BCTC. Also, signage was added to the BCTC facility in early 2011 to provide directions for students to their appropriate program locations.

Previously, classroom space was perhaps the most inhibiting component at BCTC. Classrooms were often double-booked or room capacity did not adequately accommodate the number of students. In spring 2008, the Riverside County Sheriff's Department and CALFire Department installed modular classrooms to provide more consistent room scheduling, and allow for classes to begin and end in the same classroom space. Wireless internet access is provided to two law enforcement classrooms, and additional wireless access has been requested for the other classrooms at BCTC.

Other significant personnel and programmatic changes occurred during the next several years. The first full-time fire technology instructor was hired in 2009 for the department, and the instructor also serves as the Department Chair for PSET, including the ADJ- Law Enforcement Program, which continues to rely exclusively on part-time faculty, with 265 current faculty positions. In 2010, the Fire Technology Director's position, which had been a classified manager's position, was converted to an academic manager's position with the title of Director of Public Safety Education and Training. This director's responsibility includes not only fire technology but also initiatives that may expand across all disciplines, including student services.

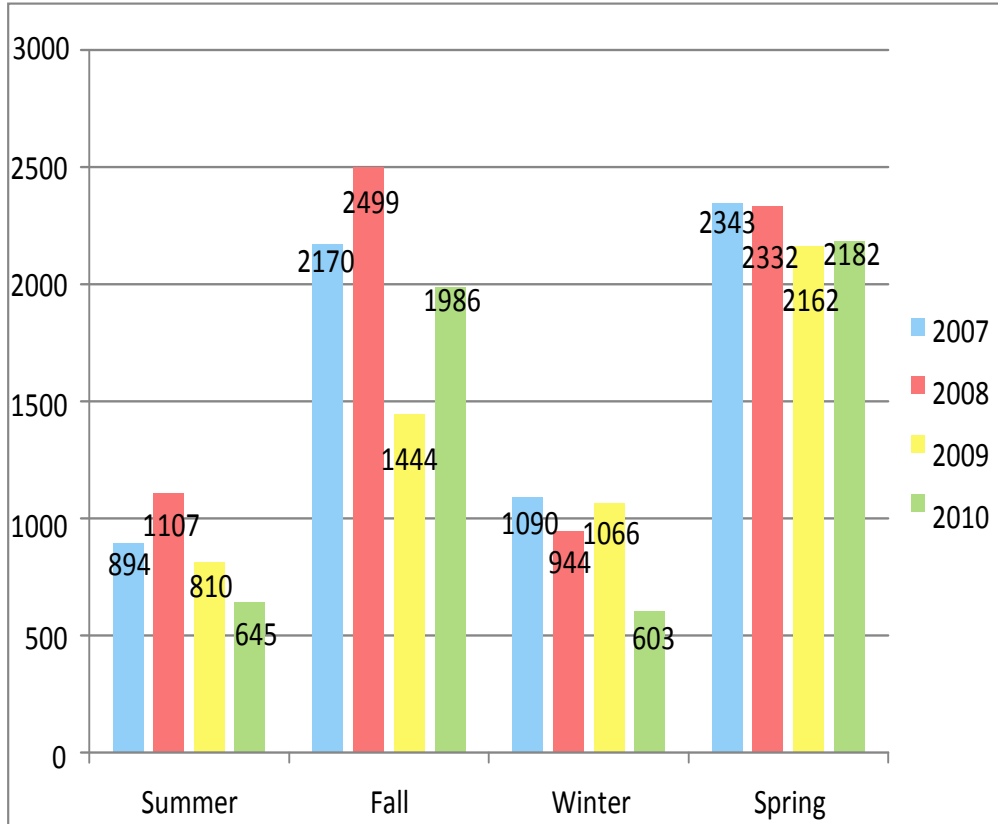
In 2009, the District commissioned a study of classified positions for the entire district. One of the outcomes of this study was the conversion of hourly employees into permanent part-time hourly employees, if the program area had the funding. This conversion affected one position in the Law Enforcement Program; an hourly Office Assistant was converted to a part-time Enrollment Services Assistant in 2010 to assist Academy students.

In 2010, Riverside Community College District on behalf of Moreno Valley College submitted a letter of Intent to the State Chancellor's Office of California Community Colleges to establish an educational center of the Moreno Valley College at BCTC. In March 2011, RCCD was notified that the Letter of Intent had been accepted by the Commission on Post-Secondary Education.

In 2011, the Riverside County Sheriff's Department completed the first phase of a proposed 20-acre conceptualized educational Scenario Village at BCTC. The implementation of the scenario village facilities, which is supported with Title V resources, will provide students with a real-life controlled learning environment where practical skills applications can be taught and mastery of those skills may be evaluated. Scenarios simulate complex on-the-job situations using scripted role players and props to achieve realism

C. Data Analysis and Environmental Scan

Student Enrollment:



The current economic downturn and the budget reductions experienced by our regional law enforcement community since 2008 have had a direct impact on our program course section offerings and student enrollments. It is projected that the identified workforce, training and educational needs of our regional law enforcement agencies will result in significant areas of programmatic growth when the economy rebounds. Comparative Law Enforcement Program data, collected by the Office of Institutional Research, reflect the following significant trends since the last comprehensive Program Review:

1. Program course section offerings were reduced by 20% from 2008/09 through 2009/10 (from 280 total sections to 225 sections offered);
2. The program has experienced a 21% decline in enrollments from 2007/08 through 2009/10;
3. Total course section retentions declined 1.11% from 2008/09 (from 98.42% to

97.31%);

4. Total course section success rates declined 1.79% from 2008/09 (from 95.24% to 93.45%).
5. Hispanic student enrollments increased from a 2009 low of 22.5% to a 2010 high of 41.5%.
6. A 75% increase in self-sponsored student enrollments in the Basic Peace Officer and Correctional Academies since 2008, as students elect to finance themselves through their certificate programs prior to becoming employed with a law enforcement agency, in anticipation of increased employment opportunities when the economy rebounds.

According to the programmatic data, the declines in student retention and success rates are directly attributed to students in the basic academy courses and academy preparation programs. The objectives of our current Title V grant and FIPSE funding are to further research and address those issues, as well as the relationship to student demographics. Curriculum design, instructional methods and student basic skills proficiencies are currently being assessed, and areas needing improvement or development will be addressed.

Programmatic Impacts of Public Safety Agency Workforce Needs:

Career and Technical Education programs identify trends and respond to the training and educational needs of representative industries. Since mid-2008, economic declines have directly impacted public safety agencies, which are universally experiencing budgetary issues that have resulted in significant reductions in agency hiring and workforce training needs. This reduction in hiring has directly impacted the educational programmatic components, resources, enrollment trends, and course section offerings in the Ben Clark Training Center Law Enforcement Program, as we meet the challenges presented by our agency partners.

An example of programmatic impact can be illustrated by the public safety needs presented by the Riverside County Sheriff's Department, which needs to expand jail facilities. In 2008, RSD projected a need to ultimately recruit and hire 1500-1800 additional jail deputies and correctional officers to staff new and expanded correctional facilities in the County of Riverside. Until the economic downturn impacted the budgetary resources of the Sheriff's Department, this objective was on a three-year timeline, to be completed by 2011. In order to meet the training and educational needs of this projected student population, considerable strategic programmatic planning resulted. When economic conditions once again allow these projects to move forward, significant programmatic expansion will occur in the areas of the Basic Peace Officer Training Academy, the Basic Correctional Deputy Academy, Advanced Officer Training, and Annual Jail

Training.

Another relevant example of the effects of industry changes on programmatic strategies is the significant projected impact on local criminal justice agencies, with the State of California shifting the responsibility for “low-risk” state prison inmates and parolees to the counties in October 2011. The immediate impact on county law enforcement agencies include issues related to absorbing and expanding post-release supervision programs (Probation Officers) and incarcerations in county jails (jail beds and Sheriff’s Correctional Officers). Both would relate to employment and training needs that will directly impact enrollments, course offerings, and the like. The Riverside County Probation Department has already indicated that it will hire 100 new probation officers between October 2011 and June 2012, which will necessitate offering four additional Probation Officer Core academies during the 2011/2012 academic year. The long-range industry issues that might ultimately impact the ADJ/Law Enforcement Training programmatic trends will need to be identified and addressed.

D. Programs and Curriculum

The Administration of Justice Law Enforcement training and educational programs offered at the Ben Clark Public Safety Training Center are certified and accredited by the California Commission on Peace Officer Standards and Training (POST), and by the California Board of Corrections Standards and Training for Corrections (STC).

The California Commission on Peace Officer Standards and Training (POST):

The commission’s goal is to concentrate its services on the three ingredients believed to be most critical to effective law enforcement:

- Meeting the statewide need for consistent peace officer selection standards by developing and updating job-related selection standards.
- Assuring that California peace officers have access to appropriate training to acquire the skills, knowledge, attitudes and behaviors which are consistent with the requirements and expectations of professional competence associate with the job at each career and experience stage.
- Fostering and facilitating health and productive organizational environments in which officers work by providing a system of leadership development programs and offering management programs and offering management counseling services.

Commission regulations require successful completion of a POST-certified Basic course for every newly-appointed peace officer of agencies participating in the program. This training course is commonly referred to as an Academy. Pursuant to POST standards, the Basic course is

a minimum of 664 hours; however, most of the 38 certified academies are 17-23 weeks, and some longer.

Following completion of the Basic Course, every officer below the first-level management position must satisfy a Continuing Professional Training (CPT) requirement. Completing 24 hours of specified POST training at least once every two years satisfies this requirement. Training is also mandated for first-level supervisors in the Supervisory Course, and first-level managers in the Management Course. Each of these courses is 80 hours.

A wide array of POST-certified training courses are also available. These courses are used to satisfy POST training requirements, special mandates by the legislature, and the discretionary needs determined by employing agencies. Training courses are certified to qualifying state, local and federal agencies, as well as community colleges, colleges and universities and private sector presenters.

All courses in the Basic and Modular Police academy as well as all courses taught in the Advance Officer Training program at the Ben Clark Training Center are governed by P.O.S.T. in concert with the Riverside Community College District.

The California Board of Corrections – Standards and Training for Corrections (STC):

The Board of Corrections (BOC) works in partnership with city and county officials to develop and maintain standards for the construction and operation of local jails and juvenile detention facilities, and for the employment and training of local corrections and probation personnel. The BOC also inspects local adult and juvenile detention facilities, disburses training funds; administers grant programs that respond to facility construction needs, juvenile crime and delinquency, and mentally ill offenders; and conducts special studies relative to the public safety of California's communities.

In carrying out these major responsibilities, the BOC and its staff work closely with county sheriffs, directors of corrections and chief probation officers, as well as other local officials and community-based service providers, to achieve continued improvement in the conditions of local detention facilities and the delivery of effective local corrections programs.

The Standards and Training for Corrections Division (STC) works in collaboration with local corrections agencies and public/private training providers in developing and administering programs designed to ensure the competence of local corrections professionals. Specific activities of the STC include:

- a. Administering the Corrections Training Fund, which provides monies to local corrections agencies to help offset the costs of meeting training standards;

- b. Developing and updating standards which lead to the selection of qualified people for employment and maintenance of staff proficiency;
- c. Administering a seven-step selection criteria system that complies with federal and state guidelines;
- d. Administering a statewide training course certification process that includes a coordinated training delivery system:
- e. Monitoring participating departments for compliance with standards and assisting agencies in their efforts to remain in compliance; and
- f. Providing technical assistance and support to local corrections department and training providers.

All courses in Corrections and Probation delivered in the Administration of Justice/Law Enforcement program at the Ben Clark Training Center are governed by the California Board of Corrections- Standards and Training for Corrections.

ADJ Programs:

Basic Peace Officer Training Academy:

In fall 2010, a committee comprised of faculty, subject-matter experts, and Riverside County Sheriff's Department staff completed a comprehensive review, validation and revision of the Basic Peace Officer Training Academy curriculum at BCTC. In December 2010, the Board of Trustees approved the revised curriculum, which modified the course from 18 to 39 units. In spring 2011, POST completed a certification review of the Academy to evaluate the quality of the program, including its facilities. The Review Team presented a series of commendations including the collaboration between MVC and the Sheriff's Department.

The Basic Peace Officer Training Academy is designed to exceed the minimum requirements of a peace officer as established by the Commission on Peace Officer Standards and Training (POST). The Basic Academy is a discipline/high stress oriented program with an emphasis on Professionalism/Ethics & Leadership, Lifetime Fitness, Tactical and Combat Firearms training, Emergency Vehicle Operations, Arrest/Control & Baton, Investigative Report Writing, Community Relations, Cultural Diversity, and Chemical Agents training. In addition there are inspections, training in formation, physical exercises (running, push-ups, sit-ups, jumping jacks, etc.), facing movements with marching, and Scenario training. Students attend the Academy in full uniform.

The academy classes contain both sponsored and non-sponsored students. Non-sponsored

students enter the academy at their own expense. Sponsored students are hired by a law enforcement agency prior to entering the academy. To accommodate the different needs and schedules of students, the academy is offered in two formats:

- Regular Basic Course - Standard Format:

The standard format Basic Peace Officer Training Academy is a 952 hour, approximately 26 week, full-time course; 919 hours of which are college curriculum credit hours. Upon successful completion of the course, students are awarded 39 units of college credit and receive the POST Basic Peace Officer's Certificate.

- Regular Basic Course – Modular Format:

The modular format Basic Peace Officer Training Academy is designed to accommodate full-time or part-time working students. Classes are offered in the evenings and on weekends, and are divided into three modular levels. Upon successful completion of the entire 855 hour, approximate 18 month program, students receive 34.5 units of college credit, and the POST Basic Peace Officer's Certificate. Additionally, the completion of each module qualifies the student for reserve police officer status at the level completed.

The Regular Basic Course curriculum is divided into 43 individual topics, called learning domains. The learning domains contain the minimum required foundational information for given subjects. Each learning domain is a distinct body of knowledge and skills that the student officer must master before being able to successfully perform the job. For example, Patrol Techniques is learning domain #21. An example of an educational objective for the "Patrol Techniques" learning domain is: "Differentiate between the roles of a contact officer and a cover officer." In the portion of the basic course on patrol techniques, the student officer would be expected to gain this knowledge.

The basic course curriculum also specifies required scenario and/or exercise tests and specific instructional activities that must occur in the basic course. The scenario and practical skills tests are role playing situations in which the student officer is tested on a newly learned skill. The required scenario test for the "Patrol Techniques" learning domain, for example, has the student officer "demonstrate safe and effective tactics for approaching pedestrian suspects while utilizing a patrol vehicle." The student would use a training patrol car to approach instructors playing the role of pedestrians. The specific tactics to use are learned in the portion of the course focusing on this learning domain. The required instructional activities are "hands-on" training in which the student officer practices portions of the to-be-mastered skills. In the "Patrol Techniques" learning domain, a required instructional activity is to "observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made." This instructional activity focuses on one important component of making a successful pedestrian stop.

Another important component of the Basic Peace Officer Academy is the physical conditioning program, which is designed to: (1) prepare students to perform the physically demanding aspects of the job, and, (2) create in the students a desire to maintain a high level of fitness throughout his or her career. The physical conditioning program achieves these goals by providing instructions on the principles of physical conditioning, conducting a systematic series of conditioning exercises over the course of the basic academy, providing classroom training on the important aspects of personal physical health, and requiring all students to pass a work sample test. The physical conditioning program is designed to educate and sensitize the student officer to the need for a lifestyle of daily physical activity.

Basic Correctional Deputy Academy:

The Basic Correctional Deputy Academy provides entry-level training for correctional officers for employment in California adult detention facilities. Students can be either sponsored or non-sponsored. The course is designed on the intensive academy model previously described, and introduces the student to adult corrections procedures, interviewing, counseling techniques, defensive tactics, public relations, and oral and written communications. Security and supervision techniques in adult institutions are stressed. The Correctional Deputy Academy exceeds the mandates of the California Board of Corrections Standards and Training for Corrections.

Upon successful completion of the 318 hour, 9 week, full-time Basic Correctional Deputy Academy course, students are awarded 13 units of college credit, and receive the STC Basic Correctional Deputy Certificate.

Probation Core Training:

Probation Core Training is mandated by the California Board of Corrections for entry level probation officers and juvenile institutional corrections counselors. The Core courses are designed with learning domains representing job knowledge and skill areas, and are presented utilizing methodologies of lecture, class discussions, demonstrations, role playing, and job performance simulation activities. The Probation Core Training program includes:

- Probation Officer Core Training course:

The Probation Officer Core course is designed to provide an orientation to the role, responsibilities, and resources of the probation officer; to teach basic skills required in performances of the job; and to provide an orientation to the criminal justice system. This introductory course is required within the first year of employment for entry level probation officers, and exceeds the requirements of the Standards and Training for Corrections.

Students are generally agency sponsored. Upon successful completion of the 176 hour, 5

week course, students are awarded 8 units of college credit, and receive the STC Probation Officer Core Training certificate.

- Juvenile Counselor Core Training course:

The Juvenile Counselor Core Training course presents the responsibilities of the juvenile institutions counselor; handling emergencies; classification; dealing with assaultive clients; ethnic/cultural factors; indicators of medical/physical problems; drug abuse; suicidal tendencies, gang affiliation; understanding the juvenile justice system and process; physical conditioning; and daily tasks. This course is required for all juvenile institutional counselors within their first year of employment, and exceeds the requirements of the Standards and Training for Corrections.

Students are generally agency sponsored. Upon successful completion of the 160 hour, 4 week course, students are awarded 7.5 units of college credit, and receive the STC Juvenile Counselor Core Training certificate.

Advanced Officer and Annual Jail Training:

Pursuant to the continuing education mandates of POST and STC for law enforcement and correctional officers, and to meet agency-specific enhanced job performance requirements and professional development, 114 current POST-certified and STC- certified advanced law enforcement courses are offered to law enforcement students through the Ben Clark Training Center program. While all courses are open-access, students are generally law enforcement agency employees, and are sponsored by their employing agencies. College credit is awarded for each completed course.

Administration of Justice/Law Enforcement Degree and Certificate Programs:

Currently, the following degree and certificates are available to Ben Clark Training Center students who complete the required coursework:

1. Associate in Science Degree in Administration of Justice/Law Enforcement
2. Administration of Justice Law Enforcement Certificate (Basic Peace Officer Training Academy, standard or modular format)
3. Administration of Justice Basic Correctional Deputy Academy Certificate
4. Administration of Justice Basic Public Safety Dispatch Certificate

E. Student Learning Outcomes Assessment

As previously stated, the Administration of Justice Law Enforcement training and educational courses offered at the Ben Clark Public Safety Training Center are certified and accredited by the California Commission on Peace Officer Standards and Training (POST), and by the California Board of Corrections Standards and Training for Corrections (STC). Uniform state standards are established for every course in the program, based on competency levels mandated for peace officers.

The results of assessment data are reviewed by POST and STC for student learning outcome proficiency rates for all learning domains in every academy course in the law enforcement curriculum, and training mandates are routinely revised on a statewide basis as a result. Additionally, ongoing programmatic review occurs at the conclusion of each course to evaluate its effectiveness, based on individual student success rates. Each student is also surveyed in an effort to identify areas that impacted his or her learning, both positively and negatively.

Success rates in the law enforcement program courses offered at Ben Clark Training Center are measured in accordance with the standards established by POST and STC. Standards for minimum proficiency scores are recommended at 80%. Student learning outcomes are achieved if the student passed the evaluation instrument with a score of 80% or higher. The SLO is not met if the performance is below this criterion.

Uniform state standards provide for routine oversight, review, and assessment by our state regulatory accrediting agencies, for the courses in the Administration of Justice Law Enforcement Program. This plan provides for ongoing programmatic review of each course to evaluate effectiveness, based on individual student success rates.

Data are utilized to validate the level of student learning outcome proficiency for all learning domains in every academy course in the law enforcement curriculum, pursuant to these state standards.

Results of data collection are used to improve student learning in every course in the program. Student learning outcome deficiencies and problematic instructional areas are routinely evaluated and addressed throughout the Administration of Justice Law Enforcement curriculum, pursuant to state standards of mandated competency levels for peace officers.

ADJ part-time faculty have been involved in the assessment process, which involved the development of a student learning outcomes assessment template for the ADJ-Law Enforcement Program by the Director of Law Enforcement Training Programs and the PSET Department Chair. The Director of Law Enforcement Training Programs and the PSET Department Chair provided ADJ part-time faculty with formal training on the assessment process in 2011. ADJ part-time faculty have completed curriculum content review and have begun to validate student learning outcomes or revise them to prepare for assessment, which was begun in spring 2011. The ADJ-

Law Enforcement Program's goal is to complete an assessment of at least one student learning outcome in every course offered during 2011/ 2012. (A comprehensive report of SLO assessment and reporting was completed during the annual program review, submitted in May 2011.)

F. Collaboration with Other Units Including Instructional, Student Services, or Administrative Units (Internal)

Collaboration with other units within MVC includes Admissions and Records, Financial Services, DSPS, Veterans Services, Counseling, EOPS, Assessment, and Health Services. These services are critical for students. With the retirement of the Veterans Services staff member, the vice president of student services has assigned student services' staff to address providing veteran services not only on the MVC campus but also at the BCTC. It is critical that these and other student services remain a fundamental part of the comprehensive student services program to be provided at BCTC, for they were identified as essential services needed at the BCTC for MVC's accreditation. (In fact, students in the basic academies have continually sought information from student services, particularly information regarding financial aid. In the summer 2011, the vice president of student services and his staff met with academy students to hear and address the concerns of students about the services needed at BCTC.)

The Administration of Justice Law Enforcement program also works closely with the Fire Technology and EMS programs as collaborative partners at BCTC.

G. Outreach Activities

BCTC has been working with Brandman University to provide general education classes for students that would matriculate to RCCD. PSET is also working with CSUSB to develop a bridge program for students in Public Safety to obtain a Bachelor's Degree in Public Administration.

Representative training managers from twenty-one regional public safety agencies and jurisdictions, comprising the Riverside County Law Enforcement Training Association, serve as curriculum advisors for the Ben Clark Training Center Law Enforcement Program. This advisory committee provides industry expertise, insight, and input on law enforcement agency workforce goals, objectives and training needs, and reviews proposed curriculum.

H. Long Term Major Resource Planning

PSET is in need of a permanent building(s) to support students, faculty and staff. Currently, classes are held in temporary portable classrooms with inadequate instructional technologies for today's audience. Future infrastructure needs include expanding and upgrading wireless access for classrooms and integration of SMART Boards, document cameras, lighting and seating associated with professional classrooms

Due to the age of the buildings at BCTC, the HVAC, plumbing, electrical, and information technology infrastructure systems are antiquated and inefficient. The facilities that serve as faculty and staff offices are in need of improvements to meet the demands of a modern office setting. These improvements include expanded bandwidth for optimal internet connectivity, an electrical system that can accommodate an office workload, and an HVAC system that is more reliable and efficient.

I. Summary:

Discipline Goals:

1. As soon as favorable economic conditions will allow, hire a full-time ADJ faculty member. A full-time faculty member is paramount to the long-term educational health of the Law Enforcement Program.
2. Continue work toward the Law Enforcement Program goals and objectives of Federal grants, Title V and FIPSE:
 - Beginning in October 2011, develop and implement courses that would serve the needs of Riverside County's diverse public safety and special district populations with training in a conceptualized educational Scenario Village at the Ben Clark Training Center.
 - September 2011, at least 100 students referred by Riverside Sheriff's Department enroll in fall pilot of Law Enforcement Pre-Academy contextualizing Basic Skills English and Reading (new curricula, no baseline).
 - By September 2012, 75% of students in pilots of Basic Skills Pre- Academy contextualizing Basic Skills English and Reading succeed (C or above) (new curricula, no baseline).
 - By September 2012, at least 100 students referred by Riverside Sheriff's Department will be placed and enroll in Fall 2012 pilots of Law Enforcement Basic Skills Pre- Academy contextualizing Basic Skills in Math and ESL.
3. Complete an assessment of at least one student learning outcome in every ADJ- Law Enforcement Program course offered during 2011/ 2012, and continue assessment on an ongoing basis thereafter.

4. Increase degree completers through the continued relationship with Brandman
5. Sustain the implementation of comprehensive Student Services at BCTC which includes Admissions and Records, DSPS, Veterans Services, Financial Aid, EOPS, Counseling and Assessment.
6. Continue to develop courses and certificates to meet the job performance requirements and professional development needs of Public Safety students. (For example, a series of 25 new “Career Investigator” courses are currently being developed for students who are preparing to become law enforcement crime investigators.)

J. Recommendations to the Program Review Committee

(none at this time)