



Program Review

Golden West College

General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009-

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Catorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

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Program Information

Name of Program (Academic Programs should be listed per discipline)

Criminal Justice Training Center

Please provide a brief description and any significant change in your program since the last program review cycle.

The most significant changes to the program resulted in reductions and changes to the staffing level at The Regional Criminal Justice Training Center (RCJTC). These changes included:

- The retirement of a long time Dean and the re-organization following it. Executive Dean Whiteside provided temporary oversight of the program, followed by the hiring of Associate Dean Vu in early 2021.
- The full-time coordinator was promoted to the position of Dean in another department. This resulted in two part-time employees assuming the position of management.
- The retirement of the full-time officer coordinator. Her position was not replaced.
- The elimination of two part-time administrative assistant positions.
- The elimination of a part-time contract employee position.

Other significant changes to the various courses occurred due to the Covid Pandemic. The Regular Basic Course (RBC) was still able to operate on-campus. Protocols were created for mitigating the spread of the virus, including the timely reporting and of the quarantine of recruits who tested positive. Recruits were also impacted by the health guidance, that restricted the use of certain facilities (gym) at the training center.

The mode of instruction for several courses was modified due to the Covid Pandemic. Many classes were made available through LiveOnline delivery. These courses included: Public Safety Dispatch, Dispatch Supervisor, and Communications Training Officer courses. Semester length courses were delivered online Asynchronously and LiveOnline.

Since the last Program Review, the number of presentations for the Specialized Investigator Basic Course (CJ 090) was decreased from two per fiscal year to a single presentation. Additionally, the program has been offered under both the FTES model and Contract Education. The move to Contract Education was done as a cost savings measure for the college and allowed us to continue to offer the program to our training partners. The RCJTC Program is looking to collaborate with agency partner to increase efficiency in the training. Some agencies have committed to sending staff to assist with Recruit Training Officer (RTO) responsibilities.

What are your program's strengths?

Quality of Instruction

We serve our students with an incredible team of two full-time faculty and over 100 part-time instructors to meet the needs of our semester, academy, and continuing professional training students. This team includes line-level employees through to executive managers who are subject-matter-experts in their respective areas by virtue of their education, training, and experience. Many of the members of our staff are nationally recognized experts in their fields.

The RCJTC is committed to the selection of quality instructors and to the continued development of its faculty. We have advocated Instructor Development training for our instructors for the past 10 years and have offered many formal, and informal, training sessions in this area. Since 2007, the California Commission on Peace Officer Standards and Training (POST) has required a 40-hour Academy Instructor Certification Course for all police academy instructors, not just the specialized instruction learning domains. This training focuses on Bloom's Taxonomy, adult learning concepts, and assessment of student learning. ALL staff members must have received AICC training with a year of hire.

High Course Success Rates

The RCJTC success rates exceeded the college-wide success rate in all areas of the RCJTC curriculum during the 2020-2021 academic year:

College-Wide Success Rate:	75.2%
RCJTC Success Rate:	82.1%

The structured and professional environment of the RCJTC programs, coupled with the quality of instruction within those programs, are among the primary factors responsible for this success.

Availability of Three Separate Criminal Justice Associate in Arts (AA) Degrees

The RCJTC historically offered only one Certificate of Achievement (Criminal Justice, Law Enforcement option) in its programs. Now, through the leadership of RCJTC staff, we offer four distinct AA degrees for our students: Police Academy, Administration of Justice, and, AS-T Transfer Degree.

The framework for three of these four majors was already in place, but the fourth AA degree (AS-T) was the result of development in collaboration with College Wide Faculty.

A Commitment to Student Success

The RCJTC employs many strategies to maximize student success, but of special note are the methods used in the Academy Programs to ensure student success in this specific type of career education training. Highlights include the Academy Orientation course, and the commitment to Mentoring and Coaching of police recruits.

Academy Orientation. A required 40-hour course for non-sponsored academy applicants. This course provides a realistic introduction to the academy environment, training expectations, and the hiring process. One of the RCJTC goals for this course is to reduce the early drop rate in the police academy due to student misperceptions, unrealistic student expectations, or lack of student aptitude or meeting the minimum qualifications to serve as a police academy recruit or police officer. The scope of this course includes a personal background history, review of criminal convictions or other disqualifying conduct, reading and writing skills test, physical agility test, medical examination, psychological evaluation, and oral interview.

Mentoring and Coaching. From the first day of the academy, the recruits are told the goal of the entire RCJTC Training Staff is the success of each recruit in the academy. Recruit Training Officers (RTOs) are responsible for providing behavioral and academic counseling for recruits. This may include recommendations to rewrite assignments, work with a study group or attend remedial training through another college course. Behavioral counseling may include emphasis on discipline. Academic rules and regulations are strictly, consistently, and fairly enforced.

Another aspect of this section is that the RCJTC has increased the communication between the RTOs and the department training coordinators of the sponsored recruits. There are weekly discussions about the progress of their respective recruits. Specific policies dealing with basic officer safety tactics are also discussed. This program has proven to be highly successful in elevating the overall confidence levels of the recruits.

A Commitment to Character

The RCJTC subscribes to a "Character Counts" philosophy and the Six Pillars of Character developed by the Josephson Institute of Ethics (Trustworthiness, Respect, Responsibility, Justice & Fairness, Caring, Civic Virtue & Citizenship).

The RCJTC formally expanded its commitment to the character development of its students and staff beyond the curriculum of the basic academies. In 1999, the RCJTC added a three-unit semester-length "Character Development" class to its course offerings. This was the first course of its kind in California police training. Motivated by the class's success and growing importance to the law enforcement profession the RCJTC, took the necessary steps to add Character Development to the list of required classes for the GWC Criminal Justice Certificate of Achievement, Law Enforcement Option. A few years later, the POST adopted regulations that require elements of Leadership, Community Policing, and Ethics to be woven into each component of its police academy curriculum.

Leadership and Ethics Institute (LEI)

LEI is the newest component of the RCJTC programs and is guided by advisory committee comprised of many criminal justice and education professionals. The role of LEI will be to serve as the conduit for collaboration between the college, community, criminal justice agencies, public/private sector organizations, students, and POST.

LEI is the next step in a long tradition of service and leadership that the RCJTC has established within the college and many segments of our communities. The RCJTC has demonstrated its commitment to meeting the needs of the law enforcement and college communities through collaborative efforts for decades. The RCJTC has enjoyed many successes in this regard, and here are some notable accomplishments within the past few years:

Executive Advisory Board

The RCJTC operates under the advisement of an Executive Advisory Board consisting of police chiefs from local law enforcement agencies. The Executive Advisory Board has taken a broad leadership role in the development of curriculum and the overall activities of the RCJTC. The Board is very active in its participation of development of new and POST-mandated training.

The RCJTC has developed the Specialized Investigator Basic Course (SIBC) Advisory Board made up of Directors of all state agencies that have sponsored investigators attending our 16-week SIBC course. The role is similar to that of the Executive Advisory Board but is limited to SIBC issues.

Exemplary Peace Officer Program (EPO)

The RCJTC, in partnership with the Josephson Institute, has developed the Exemplary Peace Officer Program (EPO). Through this program, the academies have expanded roles in providing leadership and ethics training beyond that of any of the other police academies in California. The RCJTC was first CA police academy to offer both Community Oriented Policing and Exemplary Peace Officer training to their academy recruits.

The EPO has enhanced the overall mission of the RCJTC academy in the philosophy of Community Oriented Policing, emphasizing principles of leadership, ethics, professional values, partnership development, problem solving, tactical proficiency, and communications. The academy staff assists the recruits in providing a guide to ethical decision making, discussing case studies and training through hypothetical situations on how best to handle ethical dilemmas. Ultimately, the EPO training will provide each recruit with the tools for personal and professional integrity and assist them in making ethical decisions when confronted with an ethical dilemma in the field and in their personal lives. In addition, it fosters the development of personal and professional character while emphasizing commitment, problem identification, and, most importantly, good citizenship.

Leadership Development Program has been part of the RCJTC instruction for over 14 years and improves with each presentation of a class. The class is structured to guide the student through the aspects of an agency's operations as it relates to a certain management level. This is achieved by having various presenters share their expertise in defining the duties and knowledge needed to attain the next step in promotion and advancement within an agency. The class emphasizes leadership qualities, ethics, and a close working relationship with a mentor.

Public Safety Dispatch Program

This is a classic example of attaining quality and marketable training within a short time frame. It is offered in two formats:

- a) Evening class. This is geared for students who want to start a career or want to change their career field. By offering the training a student can fulfill the mandated 120 hours of POST certified training that most agencies demand before a person can even apply for a dispatch position. In just 6 months, a person can acquire sufficient training to compete and enter a new career field or better his/her professional path. It has a flexible time frame since it is offered in the evenings.
- b) Daytime class. This is for students who are currently working as a 911 dispatcher and need the 120 hours certification as mandated by POST. Offering this class provides a very valuable service to the CA law enforcement and related agencies. Since it is offered in a 3-week time format, it can also be very beneficial to students who want to get a marketable skill in a very short time frame.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

Workforce

A significant challenge to both Academy programs is RCJTC's lack of a full-time Academy Coordinator, a requirement and regulation required by POST (POST Reg 1059). In addition to the lack of a full-time Academy Coordinator, administrative staffing is of a grave concern and poses a significant challenge. Many positions have been vacated and not replaced. The productivity expectations have not changed which contributes to the challenges and workload for the existing RRCJTC staff. Since the last program review, we have lost our full-time Center Coordinator, a full-time Program Coordinator, two part-time administrative assistant positions and a part-time contract employee. Presenting three academies and a multitude of other Continuing Professional Training (CPT) courses requires significant staffing for the purposes of oversight, program maintenance and vitality of all of our training programs, as well as our semester length classes.

Shooting Range

Peace officers are authorized to use deadly force only as a last resort and only under the strictest of limitations and restraints. An officer who is highly skilled in the use of firearms and the decision-making process that leads to the use of deadly force will have better control of the situation and apply the appropriate force options. This training can mean the difference between the life or death of a police officer.

GWC Police Recruits receive 91 hours of firearms training in this psychomotor skill during the Police Academy. The RJC does not have a dedicated range and must contract out to private shooting ranges.

Recently, scheduling these private ranges to accommodate this training has been increasingly difficult, and will most likely result in long commutes to available ranges. The need to address this issue is critical due to the importance of not only this training, but the scheduling of it. Most of the training is mandated training by POST and needs to be systematically scheduled to ensure safe and successful training of the recruits.

Stakeholders' Needs

The other challenge to the program is meeting the requested needs of its stakeholders and students. This is highlighted by continued request for an offering of an extended format police academy. This offering would allow individuals who cannot take 6 months off work to attend a police academy.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

- Yes
 No

What type of awards does your program offer?

- Certificates
 AA/AS Degree
 Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	* 49	* 85	* 53
Associate Degrees	* 16	* 38	* 21
Associate Degrees for Transfer	* 78	* 83	* 96

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

* The Criminal Justice (CJ) Department has seen a continued increase in the number of ADTs awarded over the last five years.

The CJ Department had seen an increase in certificates and AA Degrees awarded between 2018-2019 & 2019-2020; however, both these awards slightly dropped between 2020-2021. This may be attributed to the Covid Pandemic.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago

* 41

FTES/FTEF ratio from 2 years ago * 84

FTES/FTEF ratio from last year * 53

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

The CJ Department has continued to explore the modality which best attracts students to the program. This has included increasing 8-week course offerings.

The CJ Department is also working with the Director of Guided Pathways & Dual Enrollment to provide create a CJ certificate focused for high school students.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

* The CJ Department created CJ 137 (Community Relations & Special issues in Criminal Justice) in 2019. This 3-unit transferable course addresses cultural diversity, prejudice/discrimination/hate/stereo-typing/victim selection/victimization, and other social forces that shape human values and attitudes.

In the summer of 2020, the CJ Department reached out to GWC's Student Equity and Achievement Program about the possibility of our programs partnering together on Equity projects. There was mutual interest about the idea, but Covid restrictions prevented follow through. The CJ Department intends to revisit this potential partnership.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

* Peace Officers Standards and Training (POST) regulations have limited some of the ability of the CJ Department to deliver some its courses via DE. Despite this limitation and the Covid Pandemic, three Regular Basic Courses (RBC) have continued on campus.

The CJ Department has updated most of their semester length courses to include DE.

Program Review Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

- Yes
 No

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

- Yes
- No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

- Yes
- No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

The CJ Program has not successfully offered courses related to the Corrections Associate in Arts Degree. The CJ Department is planning on retiring this degree.

Do you have active courses that are not part of a degree or certificate?

- Yes
- No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

The CJ Department can do better at evaluating the effectiveness of its SLOs. The major stakeholders of the CJ Department will be discussing ways to address this issue.

Program Review Goals and Requests for Funding

Requests – If you are requesting any of the following, they *MUST* be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

Transitioning Interim Coordinators out of instructional assignments to contract employees resolved an identified problematic area with the RCJTC.

The goal of restoring the officer coordinator, two part-time administrative assistants and a part-time contract employee have not been accomplished.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

The RCJTC will continue to offer and develop programs for career and job preparation based on the current workforce demands.

What actions will the program take to accomplish this goal?

Continued offerings of RBC, SIBC, and in-service police training.

What metric will you use to measure your goal?

Graduates from all of these programs. Job placement for the RBC and SIBC courses.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation

- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 2 (Required)

Description of Program's Goal

*The RCJTC will select courses which have a history of high enrollments and continuously evaluate the most popular times for students to take each class.

Increase enrollment of students from local high schools.

What actions will the program take to accomplish this goal?

*Work with Project Matthew Valerius on ways to use Guided Pathways/Dual Enrollment to increase enrollment.

What metric will you use to measure your goal?

*Increased enrollment and certificate completions.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 3 (Required)

Description of Program's Goal

*Identify appropriate non-credit courses that can be developed and delivered.

What actions will the program take to accomplish this goal?

*Seek and obtain the necessary funding/resources.

What metric will you use to measure your goal?

*Number of non-credit courses that have been successfully developed and delivered. Student success numbers and FTES generate

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 4 (Optional)

Description of Department's Goal

Develop grants.

What actions will the program take to accomplish this goal?

Facilitate open communications with grant award agencies and regional training partners.

What metric will you use to measure your goal?

Meet or exceed grant award agencies definition of successful grant management to include course success criteria.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

One-Time Funding Request Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\$ 3,000,000

Does this request address a clear health and safety issue?

- Yes
- No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

Peace officers are authorized to use deadly force only as a last resort and only under the strictest of limitations and restraints. An officer who is highly skilled in the use of firearms and the decision-making process that leads to the use of deadly force will have better control of the situation and apply the appropriate force options. This training can mean the difference between the life or death of a police officer.

GWC Police Recruits receive 91 hours of firearms training in this psychomotor skill during the Police Academy. The RJTC does not have a dedicated range and must contract out to private shooting ranges. Recently, scheduling these private ranges to accommodate this training has been increasingly difficult, and will most likely result in long commutes to available ranges. This increases the liability of the sponsoring agencies and GWC.

The need to address this issue is critical due to the importance of not only this training, but the scheduling of it. Most of the training is mandated training by POST and needs to be systematically scheduled to ensure safe and successful training of the recruits.

Every firing range will have specific safety rules that officers must be aware of and follow. There are also a number of basic safety guidelines that apply to all firing ranges. Public ranges do not allow instructors to provide security to the police recruits and

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This requested facility aligns with the following goals of the College:

-EQUITY AND SUCCESS

GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

This facility would prioritize the needs of the students by ensuring them a dedicated training facility. Students would not have spend additional time commuting, which reduced the amount of time they have for study or necessary rest.

-WORKFORCE PREPARATION

GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.

This facility would assist recruit in preparing for a critical skill necessary in their field.

FACILITIES

GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.

This facility would provide a flexible, accessible, and sustainable learning environment which the goal promotes.

PROFESSIONAL DEVELOPMENT

GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.

This facility would also support the training required by regional law enforcement agencies.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

The range could benefit the College's future budgets by generating income from the rental of the range.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

The RCJTC currently has 16 range days per academy class, and is scheduled to increase this number to 18. Each day's rental of the available ranges is approximately \$500.00. This \$8,000.00-\$9,000.00 cost would be permanently eliminated if the RCJTC had its own dedicated range. Additional days are also scheduled for make-up and remedial training, resulting in additional costs.

Additionally, the RJTC would have the ability to generate income from the range by renting it out to local agencies.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

I support the program need to have a shooting range operated by the college. Availability of range times at local range meeting the specification for academy training is very limited. This poses a significant challenge for staff to schedule academy training. Having the resource of a shooting range for student training will allow for additional instruction to improve student success that is not currently readily available.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3235343037

John Wolfe
Signature

11/26/2021, 12:38 PM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

I appreciate the Department Chair's work on this program review.

IEC: Please provide feedback on this Program Review

[Empty feedback box for IEC]

Dean's Second Review

[Empty feedback box for Dean's Second Review]

Superuser final check

CCD Reviewer

1. Once you click the checkbox button below, scroll to the bottom and
2. Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

[Empty feedback box for Vice President]

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

Equity: Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English,

complete their degree/certificate, or transfer to a 4-year institution.

- Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic
- Lottery:**
Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.