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**

Data Driven Decision Making

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

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: *Technical Review* by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: *Content Review* by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: *Completed Revisions* submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): [_____]   First Name [Derrick]   Last Name [Watkins]

Wing [-- Choose -- ▼]   Email Address [dwatkins@gwc.cccd.edu]   Office Phone [x51166]

Dean/Manager First Name [Timothy]   Last Name [Vu]   Email [Vu, Tim = tvu88@ccc ▼]

Vice President First Name [Kay]   Last Name [Nguyen]   Email [Nguyen, Kay = kvngu ▼]

Program Review - Draft
*Program Review Final 2023.docx

Program Review - Final
Submission
*PR Faculty Request CJ - Signed by AD
VU.docx

This Program Review includes the following: * [Yes ▼]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [Yes ▼]

Facilities, Technology, Equipment Request [Yes ▼]

Classified Request [-- Choose -- ▼]

This Program Review includes the following: * [Yes ▼]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [Yes ▼]

Facilities, Technology, Equipment Request [Yes ▼]

Classified Request [-- Choose -- ▼]

Faculty Requests (up to 3)
One upload per request

Faculty Upload1 PR Faculty Request CJ.docx

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)
One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)	Facilities, Technology or Equipment Update Requests (up to 5)
FTE Upload1 Program-Review-Request-for-Funding-2023-24-Facilities-Equipment-Technology-Other-Funding.docx	FTE Upload1
FTE Upload2	FTE Upload2
FTE Upload3	FTE Upload3
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3) *One upload per request*	Classified Personnel Updated Requests (up to 3) *One upload per request*
Classified Upload1	Classified Upload1
Classified Upload2	Classified Upload2
Classified Upload3	Classified Upload3

Supporting Materials (Optional)	Supporting Materials (Optional)
Upload1	Upload1
Upload2	Upload2
Upload3	Upload3

...3434323332

Derrick Watkins   10/30/2023
Author - Draft Signature

Date

...3135373739

Derrick Watkins   11/29/2023
Author - Final Signature

Date

_____

Dean/Manager Draft Feedback

FileUpload2 PR Faculty Request CJ - Signed by AD VU.docx

IEC Feedback

All requested data and information is present and well supported.

FileUpload4
Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1
Program Review Rubric Upload

_____

Dean/Manager Final Feedback

Anticipate the cost for the facility request - specifically the upgrade to RCJTC Biddle Course will be significantly less than the amount that was qouted in the PR Request For Funding - Facilities.

FileUpload2

Jim Vu   12/04/2023
...3632373235
Dean/Manager Signature   Date

Vice President Feedback

[text area]

FileUpload3

Kay Nguyen   12/05/2023
...3733393035
Vice President Signature   Date

Downloaded to the following Committee Teams folder on: -- Choose -- ▼   [   ]

Lauren Davis Sosenko 12/11/2023
...3037323731
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Tim Vu on 10/30/2023 4:21:12 PM
Academic Senate: Technical Review Signature	Electronically signed by GWC Academic Senate on 11/15/2023 2:14:32 PM
Academic Senate Signature	Electronic Signature Pending
IEC: Technical Review Signature	Electronically signed by Lauren Davis Sosenko on 11/13/2023 11:01:49 AM

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

SUBMITTER INFORMATION

First Name:	Derrick
Last Name:	Watkins
Email:	dwatkins@gwc.cccd.edu
ID:	
Phone Number:	X51166
Who is your Dean/Supervisor?	Tim Vu
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

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

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The RCJTC provides traditional semester length courses for the local AA Degree and Transfer. The RCJTC also provides state mandated training in partnership with the California Commission on Peace Officer Standards and Training (POST).

What are your program's strengths? (Answers could include but not limited to KPI data)
The RCJTC is fortunate to have two excellent full-time faculty members that have extensive backgrounds as professional members of the local criminal justice system. Our Associate Dean / Director is also a veteran retired Chief of Police bringing extensive knowledge of POST standards and training, as well as contacts and relationship building at local law enforcement agencies. The RCJTC relies on the expertise of over 100 current / former law enforcement employees that support us through their service as part-time instructors. We have one incredibly supportive Classified staff member, as well as one Department Coordinator, whom is also a former veteran law enforcement

officer. The RCJTC is recognized by POST as one of the top training institutions in the State of California.

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

One of the challenges of our program, is that we are tied directly to federal and state fiscal training budgets and legislation. As these changes occur, we must be adaptive to meet these changes quickly. This can be a challenge given the shared governance process at the community college level and the time that process takes.

One such challenge we face in the next few years is that of Assembly Bill 89 (2022) which requires several requirements for newly hired police officers. One of the requirements of AB 89 will be the creation of a "Modern Policing" AA Degree. This degree will be required of all newly hired police officers that do not possess a bachelors degree. This degree will be modeled after recommendations from the California Community Colleges "AB 89" Taskforce. Recent recommendations from the taskforce include: "The California Community Colleges should develop the Modern Policing Degree with transferability into a baccalaureate degree in mind". "The California Community Colleges and the California State University should explore the development of a baccalaureate degree in Policing".

With these recommendations in mind, and pending requirements, the RCJTC must take action now in development of this required degree. The Modern Policing AA Degree will be spread across discplines throghout GWC. The time commitment for the creation of this program will be substantial, especially for a division with only two full-time Faculty members. This endeavor will require collaboration from GWC collaborative planning committees, such as the Acdemic Senate, and the Council for Curriculum and Instruction. The departments of Sociology, Psychology, English, Philosophy, Mathematics, Economics and Social Justice will also be relied upon.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

Covid-19 and post Covid-19 have painted distinct pictures in this regard. The RCJTC is seeing a nice recovery post Covid-19.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

For year 2022-2023 our success rates across all demographics were solid. Respectively, Asian race/ethnicity was at an 85.7% success rate. For Hispanic race/ethnicity, our largest demographic, the success rate was 83.8%, (up five points from the previous two years). The success rate for our African-American students was 84.8%, and finally our student success rate for White/Caucasian students was 90.2%. The average success rate for tracked racial/ethnic categories for the RCJTC is 86.4% up two points from our last program review cycle. Retention rates have also increased

marginally.

We continue to emphasize community policing, cultural diversity and character development in our curriculum. Our staff focuses on developing critical decision-making skills, while teaching life lessons. The RCJTC staff is constantly training and reviewing new issues as they arise regarding civil unrest, race, ethnicity, sexual orientation and other social justice issues and enforcing laws. Many of our instructors are "real world" professionals that deal with these issues in fluid environments on a daily basis. We sincerely believe that our students appreciate this approach as demonstrated by their instructor and program evaluations. Our instructors must deal with real world sensitive in the classroom when engaging our students. While many of our topics deal with politically charged issues, our instructors are very good at listening to our students points of view, while teaching the subject matter in an effective way. We continue to have an emphasis on the Josephson Institutes "Six Pillars of Character".

During this program review cycle, our faculty have begun reaching out to no-show students, or students that have stopped attending. This has enabled us to work with their circumstances and keep them enrolled. Many students have commented that they feel "cared for and not just a number". Because Faculty often see these signs first, it makes sense that we are the first to reach out and help; whether that be accommodations, allowing late work, BAT Team assessment and so on. We have really improved in this area.

Our semester courses have become very popular in the 8-Week format, which students seem to prefer. All of our semester faculty are certified through Level II for online instruction. We also offer an evening course on campus, which is popular with our students that are working full-time but want the on-ground experience. This course rotates to allow evening students to complete degree requirements over a two-year period. Our program differs somewhat from those of our neighboring divisions in that, we have mandated "Learning Domains" that must be adhered to for compliance with POST standardized instruction. Therefore, sometimes we do not have an option for "Zero Cost Textbook" courses. Semester Faculty have accommodated those resources where available and as applicable, but the Criminal Justice discipline continues to be stubbornly unaccommodating in that regard.

How does your department/program collaborate with other areas on campus to advance student success?

The RCJTC has been tasked with assisting in the Active Shooter / Emergency Response plan for the College. Response to this training has been positive. This training not only benefits College employees, but the students and Huntington Beach and First Responder Communities as a whole. The RCJTC has representation on the Academic Senate (AS), the GWC Football Team, Council for Chairs and Deans (CCD) and the District Wide Equivalency Committee. One of our faculty serves currently on the Athletics Division Program Vitality Review Committee. Our faculty strive to maintain excellent working relationships with our Criminal Justice counselors, as well as DSPS, Student Health,

and other Student Services programs staff providing seamless assistance to our students, while maintaining confidentiality and support.

How does your department/program utilize technology to support student success?
The RCJTC utilizes the MILO force option simulator in our Police academy and Specialized Investigator academy to allow academy students to engage in interactive scenario based training that reinforces the Learning Domains taught in the Use of Force classes. The use of this technology provides students with an opportunity to critically think and learn how to effectively apply the law and their training to achieve successful outcomes. The use of the force option simulator prepares our academy students for success in the tested scenarios that are a requirement for successful completion of the academy. The RCJTC received lottery funds to purchase Chromebooks for our POST Laws of Arrest course. Students in the Laws of Arrest course are required to take a POST test online in order to successfully complete the course. The Chromebooks allow all students enrolled in the course the ability to take the POST mandated test.

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

AWARDS

What type of awards does your program offer?

☒ Certificates

☒ Associate Degree

☒ Associate Dress for Transfer

Please provide the information for the number of 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	53	95	89
Associate Degrees	21	17	14
Associate Degrees for Transfer	96	92	59

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 and Planning, and Institutional Effectiveness (ORPIE).
At the inception of the Associate of Science Degree for Transfer, Administration of Jusctice (AS-T) in 2015-2016, 34 degrees were awarded. 69 in 2016-2017 and 74 in 2017-2018.   The past three years of

this program review cycle have seen an average of 82 AS-T degrees awarded per year, through Covid-19! The average number of Certificates awarded during the last cycle was 59 per annum, during this cycle the number has increased to an avearge of 79 Certificates! The data would indicate that 59 AS-T awards last year was low. Our explanation would be that those completing their degree in that time frame would have entered and/or been enrolled at GWC during the heart of the Covid-19 Pandemic. Thus completing the degree two-three years later. We will keep close watch on this data point.

FTES and FTEF

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 three years ago, two years ago, and this past year.

Please note: *For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.*

	3 years ago	**2 years ago**	**1 year ago** (this past year)
FTES/FTEF Ratio:	37	120	99

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
One of the reasons our FTES/FTEF have increased is the increased training / hiring by law enforcement. Post Covid-19 there has been an increase. Students are also returning to college, but they are also embracing the relatively new shift to online formats in semester courses. The addition of PC 832Laws of Arrest has also met a demand in the labor market for security/public safety personnel requiring training and certification by the State of California. These classes routinely meet their fill rates four times per semester. The RCJTC is in the process of developing pathways to local high schools in order to facilitate our dual enrollment students options of achieving their AS-T in Administration of Justice. The RCJTC is also exploring ways to grow non-credit, take stand-alone courses and create a certificate program (Sergeant's Course), as well as forming training partners that absorb costs. One such example of this is the Anaheim Police Department allowing one of their full-time police officers to serve as an instructor at our academy at no cost to us.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

Program Review Request

Instruction

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 years or more for a CTE course)?
☒ 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

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.
The courses that are not tied to a degree or certificate are stand alone courses for mandated law enforcement training.

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?
(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).
☒ Yes
☐ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?
The law enforcement profession is highly detailed in procedures. Those procedures are also tied to laws. Efficiency is often measured in the steps it takes to follow the procedures and in turn, the law. Because of this structure, many of our courses have lengthy Student Learning Outcomes (SLOs). Through the CCI process we have learned to pare down the SLOs and lengthen the Course Objectives. With fewer SLOs we are able to specifically focus on numerous points during the course where that SLO is evaluated, instead of seeing one of twelve or so only once. By expanding the Course Objectives, instructors then have the freedom to specialize on that one skill in a more in-depth approach. This is an ongoing process through CCI as we continue to refresh curriculum outlines.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan 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 the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to 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.
Since our last program review cycle (2021-2022), the new Regional Criminal Justice Training Center facility has been completed. This 37000 square foot building has allowed us to develop and grow, fostering partnerships with many Orange County/Los Angeles County law enforcement agencies. In addition to the opening and utilization of our new facility, the RCJTC has had many exciting achievements. We have hired a new Associate Dean / Director. We have had an increase in course offerings of the Penal Code 832 (40 Hours) course (Goal #1 from last cycle). From this course, students are immediately eligible for professional employment and promotion. Our enrollment is trending upward, along with course offerings and retention rates. FTES are also up, compared to our last Program Review cycle (Goal #2 from last cycle). We have created a new non-credit security guard

course that allows those interested in the private security field an avenue to pursue California licensing opportunities (Goal #3 from last cycle).

Highlighted RCJTC Achievements:

8 Basic Police Academy Class graduations and 3 SIBC graduations have been completed along with a re-evaluation of the programs curriculum. In addition, the RCJTC successfully completed the POST BCCR and continued certification of POST training programs.

New Security Guard non-credit program.

$100,000 from Perkins – for AR/VR equipment and training, and Academy Certification Course Approximately $75,000 of those funds will be used on:

Body Worn Cameras (BWC) - $6000
Jackets - $5000
Handheld radios - $8000
Steel targets and stands - $5040

*Quotes for these items are pending, so no purchasing has been submitted yet.
$23,500 from Strong Workforce – for AR/VR warranties/maintenance (the balance of the Axon quote that was not an allowable Perkins expense)

In total, we received $123,500.00. We have purchased the Axon VR equipment. We are in the quote process for the BWC, Jackets, Handheld radios, and steel targets & stands.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
The RCJTC will continue to offer and develop programs for career and job preparation based on the current workforce demands, and legislative mandates (AB 89).

What actions will be taken to accomplish the goal?
Continued offerrings of RBC, SIBC, PC 832 and various in service training courses, as well as non-credit courses / programs.

What metric will you use to measure your goal?
Job placement for the RBC and SIBC graduates.

Program Review Request

Instruction

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☒ Workforce Preparation

☐ Facilities

☒ Professional Development

☐ Communication

GOAL 2 (Required)

Description of goal:
The RCJTC will select courses that 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 be taken to accomplish the goal?
Work on ways to use Guided Pathways/Dual Enrollment to increase enrollment from feeder schools.

What metric will you use to measure your goal?
Increased enrollment and degree completion as well as fill rates.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☒ Workforce Preparation

☐ Facilities

☐ Professional Development

☐ Communication

GOAL 3 (Required)

Description of goal:
Increase safety and accesibility / storage to existing facilities.

What actions will be taken to accomplish the goal?
Seek and obtain the necessary funding / resources.

What metric will you use to measure your goal?
Reduce number of student injuries, reduce maintenance of existing natural grass, organize and secure equipment.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☒ Workforce Preparation

☒ Facilities

☐ Professional Development

☐ Communication

OTHER INFORMATION

What additional information would you like to share about your program?
Click or tap here to enter text.

Submitter's Signature: *Derrick Watkins*	Date: 10/2/2023

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☒ No concerns ☐ I have concerns
Comments: Click or tap here to enter text.

Supervisor's Signature: *Timothy Vu*	Date: 10/6/2023

Vice President's Signature: Click or tap here to enter text.	Date: Click or tap to enter a date.

FACULTY REQUEST

Submitter's First Name:	Derrick
Submitter's Last Name:	Watkins
Submitter's Email:	dwatkins@gwc.cccd.edu
Submitter's Phone Number:	X51166
Who is your Dean/Supervisor?	Timothy Vu
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen Criminal Justice (could not add below)
Program/Department:	Click or tap here to enter text.

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☒ Instruction

☐ Student Services

☐ Administrative

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty request form
- Program Review reports
- Program Vitality Reports (PVR) if applicable
- Data demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 dashboard provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
In academic year 2023-2024 our fulltime-faculty decreased from 2 to 1. This retirement was sudden and has forced the program to find replacement instructors for five classes during the Spring 2024 semester. The program will need to re-evaluate future course offerings until the vacany is filled. The department needs the replacement faculty member to maintain and expand its course offerings. This vacany also creates a void in our program regarding student success, shared goverance and curriculum development at Golden West College. The retiring instructor was an Academic Senator and often edited Course Outlines of Record (CORs).

Please provide and describe the data demonstrating the need for the request.

The Criminal Justice Department has gone from 3 full-time faculty in 2020-2021 (two of which taught courses in CJ) to 2 full-time faculty in 2021-22. With Victor Quiros' retirement at the end of the Fall 2023 term, we will only have 1 full-time faculty member. Program Review Data shows for 2022-2023, criminal justice FTEs total was 488 and our FTEF was 4.9. AB 89 will require the Criminal Justice Department to create a Modern Policing associate degree. These conditions will create an enormous strain on already taxed resources and employees.

Please post job description (copy and paste description).

The Position:

The College seeks a full-time, tenure-track faculty member in Administration of Justice. The ideal candidate will share the College's commitment to educating a racially and socioeconomically diverse student population.

Start date of this assignment: Spring 2024.

Duties and Responsibilities:

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Teach courses in the Administration of Justice Program, including daytime, evening, online, hybrid, and/or dual enrollment schedules
2. Develop and evaluate curricula appropriate to the different learning needs of students as well as develop student learning outcomes
3. Provide a classroom environment that promotes and stimulates learning for every student
4. Use and stay abreast of current pedagogies and technologies that are effective in a diverse classroom
5. Consult with students during regularly-scheduled office hours
6. Collaborate with other program faculty and staff to use assessment techniques to maximize the effectiveness of instruction and student success
7. Form and maintain an advisory committee of industry professionals
8. Serve as a member of division, college, and district committees
9. Perform other professional duties as required by contract or divisional and institutional needs

A portion of the teaching assignment will consist of evening or weekend classes.

Minimum Qualifications:

•Possession of any Bachelors degree or higher AND two years of professional experience in public safety career fields OR any Associate degree AND six years of professional experience in public safety career fields OR the equivalent (see below)

• Demonstrated cultural competence, sensitivity to, and understanding of the diverse academic, socioeconomic, ethnic, neurodivergent, and LGBTQIA+ backgrounds of community college students, faculty, and staff as these factors relate to the need for equity minded-practice both within and outside of the classroom

Preferred Qualifications:

• Possession of a California POST Advanced Certificate

• Masters degree desired in disciplines, such as Criminal Justice, Homeland Security, Emergency Management, or Public Administration

• Recent experience working with racially minoritized and other disproportionately-impacted students in the classroom and an understanding of how historical patterns of exclusion of these groups within higher education and particular fields shape patterns of participation and outcomes

• Willingness to examine and remediate ones instructional, relational, and classroom practices to more effectively engage and support racially minoritized and other disproportionately impacted students

• Experience and skill with addressing inequity in the classroom and on campus

• Experience and expertise in culturally-responsive teaching in administration of justice

• Demonstrated ability to address equity gaps within administration of justice courses and classrooms

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Program Classification (check all that apply)

- ☒ Instructor (transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or non-credit)
- ☐ Counselor
- ☐ Librarian
- ☐ Other: Click or tap here to enter text.

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program's control since the last 2 program review cycles? *(check all that apply)*

- ☐ Untimely death or loss of faculty due to health conditions
- ☒ Sudden unexpected retirement or resignation
- ☐ Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)
- ☐ Loss of tenure-track faculty
- ☒ Legal/mandatory requirements

Describe what you checked above.
One of our two full-time instructors is suddenly retiring. The program may need to re-evaluate future course offerings until the vacany is filled. The department needs the replacement faculty member to maintain and expand its course offerings. The replacement of the instructor is also necessary to be in compliance with the Faculty Obligation Number (FON). Even with the remaining one full-time instructor taking two overload classes, in addition to department chair duties and committee assignmnets for the Spring 2024 semester, the FON rate will be 58%, well below the 75% goal.

Program Review Request- Faculty

Golden West College

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

Program/Department Needs (1-10 points)
- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (check all that apply and describe)

☒Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.

☒Programs/departments with no or few full-time faculty.

☒Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

☒There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.

☒The program/department cannot maintain a stable core of full-time to part-time ratio to provide a quality program or program growth.

☒There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).

☐There is difficulty in finding and keeping qualified part-time faculty.

☐Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

☒New developments and/or trends in the service area that would influence a determination of need for the position.

☐Supervision is required to reduce health and safety hazards.

☐   Preparation for careers/employment in fields with strong current and future prospects.
.

Describe what you checked above.
The Criminal Justice Department has expanded its course offerings, including a new certificate program for students seeking certification and employment as a security guard in California. Additional offerings of police academies, PC 832 courses, and the retirement of a full-time faculty member will strain the programs ability to provide current course offerings. In addition, we are currently developing new programs to assist with dual enrollment and professional certificates. In the next two years we are facing a state mandate (AB 89, 2022) to create a required "Modern Policing Degree" for employment as a police officer in the State of California. That curriculum will need to be developed from scratch, placing an enormous strain on our department faculty. The reduction of staff to one full-time faculty member will adversley impact the ability of the program to develop

curriculum, create new degrees/certificates, and provide a stable full-time to part-time ratio to ensure quality of the program and program growth.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?
The need for the replacement full-time faculty member is supported through the difficulty to schedule and staff classes which allow students to complete certificate and degree requirements. In addition, it is supported by the difficulty of finding qualified part-time faculty who can staff classes that are scheduled during the times that best serve the needs of criminal justice students.

College-wide Needs (1-10 points)
- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

How does this request for a faculty position meet the following criteria?
Where other considerations are relatively equal, does the request for this position contribute to/impact the operations of other college programs such as: (check all that apply and describe)

☒ Coursework required or recommended for several degree/certificate programs.
☒ Significant general education requirements.
☒ Serve substantial numbers of the student population.
☐ Serve a special population of students not served by other programs.
☒ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs.
☒ New programs the college wants to develop and support through resources, facilities.
☒ Contributions to college and district goals including student equity.
☒ Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions.

Describe what you checked above.
Without hiring a new full-time faculty member, the College and department will face challenges in all of the categories marked above. These challenges are not only fiscal, but also present problems regarding student equity and success college-wide.

If there are any license, certifications, or degrees required for this faculty position, please describe them here.
The requirements for becoming a faculty member at the RCJTC are consistent with other instructor positions of the college. A benefit the RCJTC has had from its two full-time instructors is their previous experiences in law enforcement and the criminal justice system. This has allowed them to bridge the ideas and theories learned in the classroom with how they apply to practical application.

Full-time employemnt experience in the criminal justice system is recommended for a replacement instructor.

GWC Vision 2030 Goal: Enrollment
Replacing the full-time instructor vacancy allows the Regional Criminal Justice Training Center (RCJTC) to continue to provide courses which have a history of high enrollments and schedule these courses for students to take at high enrollment times, while maintaing access to various modalities.

GWC Vision 2030 Goal: Equity and Success
Filling the full-time instructor vacancy supports students receiving advocacy of staff in the shared governance of the college.

GWC Vision 2030 Goal: Completion
Replacing the vacant position assists the RCJTC in continuously evaluating course content, mentoring part-time instructors, and offering high quality courses at times that are convenient for students so they can complete their degrees in a timely manner.
GWC Vision 2030 Goal: Workforce Preparation
Filling the full-time instructor vacancy enable the RCJTC to continue to offer and develop programs for career and job preparation based on the current workforce demands.

GWC Vision 2030 Goal: Communication
Replacing the vacancy creates better communication channels to part-time instructors, other GWC departments, and through shared governance.

If you have more than one faculty request, please rank this against your others.
For example, if you are requesting three (3) faculty for this discipline, you could put a "2" in this box, a "1" on the next request and "3" on the third. "1" being your first priority, "2'", your second priority, and "3" your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: 1

Submitter's Signature: *Derrick Watkins*

Date: 10/25/2023

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
☒ No concerns
☐ I have concerns

Comments: As stated by Derrick's request, it is imperative for the Criminal Justice Department to hire a full-time faculty member to replace the vacancy that will be created by Prof. Victor Quiros' sudden retirement. With a strong demand for criminal justice courses, the need to develop new curriculum for the Modern Policing associate degree, and to ensure we are promoting an environment that will enhance our student's success; a full-time faculty will be needed to help with the demands of the Criminal Justice Department.

Supervisor's Signature: *Timothy Vu*

Date: 10/30/2023

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

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President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Derrick**
Submitter's Last Name:	**Watkins**
Submitter's Email:	**dwatkins@gwc.cccd.edu**
Submitter's Phone Number:	**714 892-7711 Ext. 51166**
Who is your Dean/Supervisor?	**Tim Vu**
Are you the Department Chair?	**Yes**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Criminal Justice**

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

☒ Instruction

☐ Student Services

☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
Increase safe training for students and increase storage to existing facilities.

Data to support the Program's Goal (if necessary/desired)   **Data Dashboards**   **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
Click or tap here to enter text.

What actions will the program take to accomplish this goal?
Action 1   The Regional Criminal Justice Training Center (RCJTC) offers academy courses in the Regular Basic Course (RBC) and the Specialized Investigators' Basic Course (SIBC). These courses are regulated by the California Commission on Peace Officers Standards and Training (POST). Both courses mandate Lifetime Fitness (Physical Fitness) training. This includes a test on the Biddle course.   The current workout area encompasses the Biddle course, and it consists of a grass field. The Biddle course consists of mostly dirt paths. Both the Biddle course and the grass field pose safety issues during physical fitness training. The dirt paths can become a safety concert when recruits (students) are running on the path, sometimes at sharp angles.

Recruits may slip when the dirt path is wet or when it is dry and has loose soil. The grass field also poses a hazard to the recruits physical fitness training. The field contains uneven surfaces, potholed drains, and muddy areas. These hazards have resulted in recruits falling and even injuring themselves during training.

The current surfaces of the Biddle course and grass field have limited use during rain and for a lengthy period after. This has resulted in the cancellation of the required POST test and forced the rescheduling of it, affecting multiple police agencies timekeeping as well as student success.

The California Commission on Peace Officers Standards and Training (POST) conducted a Basic Course Certification and Review of the RCJTC between February 28-March 3, 2023. This also included a check of the Biddle course and grass area. The following is an excerpt from their report:

"The Certification Review Team (CRT) has made the following recommendations:

While the items below do not rise to the level of a compliance violation, they are problematic for the staff and recruits.

• Learning Domain #32-Lifetime Fitness: The CRT observed that the CJTC utilizes a dirt track while conducting portions of physical training sessions on academy grounds. The CJTC would benefit with having the track constructed with an all-purpose synthetic track surface. Synthetic rubber tracks are low impact on joints and muscles, enhances running performance, provides a durable 20-year investment, and is environmentally friendly. These benefits can potentially reduce injuries to recruits who participate in the POST required Physical Training Program."

The RCJTC proposes to replace the Biddle course dirt paths with a rubber surface substrate and replace the grass area with rubber or synthetic surface. These surfaces will make the training and testing safer for the recruits.

Action 2
Lifetime Fitness involves specific learning objectives and activities involving physical exercise and testing to adequately prepare recruits for their career in law enforcement. The use of the outside pull-up and dip bar stations aided in the recruits in these activities. The previous Criminal Justice Training Center had outside pull-up and dip bars; however, the RCJTC never had this training equipment installed.

The purchase of the Escape Custom Double Octagon Outdoor Fitness equipment set would assist recruits in their Lifetime Fitness training. This equipment would particularly benefit recruits who have little upper body strength. The six-foot solid wall climb often poses a challenge to these recruits, and failure to complete the event results in separation from the academy. The fitness equipment has many stations which strengthen the upper body and will result in better testing results.

Action 3
The Regular Basic Course (RBC), the Specialized Investigators' Basic Course (SIBC), and the SWAT course all provide training which involve Use of Force scenarios.   This training helps them learn how to best react, including when the use of deadly force is required.

Some of this training involves the use of simunition rounds. These rounds are quite accurate, up to 30m and will provide serious impact. When operators are training using simunition, all participants are required to wear face protection due to the potential damage that these rounds could impart.

The RCJTC current face protection is deteriorating, and new ones are needed. The RCJTC is requesting funding for ten new head protectors.

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What metric will you use to measure this goal?
Our goal will be measured by: 1. A reduction of injuries to recruits. 2. Improved test scores of recruits. 3. Providing a safer training for recruits and police officers, which will reduce the risk of injury.

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

Please describe how this goal supports the College's missions and goals (Vision 2030).
This requested equipment 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. The improved Biddle Course and Lifetime Fitness training surfaces would priortize the needs of the students by ensuring them a safer training area and reducing injury. Students would also be provided fitness equipment which would assist them in their Lifetime Fitness training and testing. -WORKFORCE PREPARATION GWC will support student success by developing and offering academic programs and student services that maximize career opportunities. The equipment would assist recruits in preparing for critical skills 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 equipment 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. The storage area would also support the training required by regional law enforcement agencies.

REQUEST FOR FUNDING

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Request: What do you need to accomplish this goal? (Mark one per request)

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
Rubberized path and synthetic turf for Biddle Course	$800,000
Fitness Equipment	$87,060.79
20 Head protectors	$4.575.68
	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
Click or tap here to enter text.

Will there be an on-going cost for this request? What is the total cost of ownership?
No, there will not be an on-going cost.

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☒ No concerns ☐ I have concerns about this recommendation ☒ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Lottery funds may be able to cover Action 3 request concerning face protection equipment. CJ facility rental revenue & possible strong workforce funding may be able to provide the needed funding for Action 1 &2.

Supervisor's Signature: *Timothy Vu*	Date: 10/6/2023

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

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President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.