Maine Community College System
Five Year Program Review

College: <u>Central Maine Community College</u>   Program: <u>Police Operations</u>
CIP: <u>43.0104</u>   Credential(s): <u>Advanced Certificate</u>
Review team: <u>Margaret Brewer, Betsy Libby, Brianna Doyle, Matt Tifft, David King, Amos Bickford, Jennifer Bilodeau, Stephen Strengari</u>
Date: <u>March 2021</u>   Period of review: <u>AY1617-AY1920</u>

Program Overview:

1) **Program description** (*from the most recent college catalog*):

The Police Operations Advanced Certificate in intended to provide upper-level law enforcement skills and preparatory training for students entering the field of law enforcement. Students will enhance their skills and understanding of police practice, building upon the foundation set forth in a previously completed degree in Criminal Justice or related field.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1.Demonstrate acceptable tolerance of stressful situations and apply stress reduction techniques.	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.
2. Demonstrate working knowledge of Maine law enforcement agencies and related organizations.	
3. Exhibit knowledge of police operations and procedures.	
4. Demonstrate effective defensive tactics and de-escalation techniques.	
5. Demonstrate knowledge of criminal court proceedings and relevant case law.	

3) **Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
Advanced Certificate		9	10	6	12

4) **Program Graduates Employed:** There are not enough graduates in the cohort for wage data comparison.

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

5) Partnerships, collaborations, associations and memberships

   a) Advisory Meeting Dates and Attendance (past 3 years)

Date(s) of Meeting	# of college attendees	# of Non-college attendees
04/27/2017	2	3
04/25/2018	2	5
11/08/2018	2	5
11/07/2019	2	3
11/18/2020	2	5

   b) Program external accreditation, associations, and memberships (if applicable):

n/a

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)				
Program Advisory Committee Member Survey (on scale of 1-5 averaged):				
Program Curriculum				4.75
Technical currency of the program				4.50
Preparation of program graduates for work in the field				4.25
Communication from program administration/faculty				4.75
Overall quality of the program				4.50
Other (please specify): Major equipment purchased recently for this program with federal funds				3.67

7) Student demographics:

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications		12	5	8	10
% chg in Fall Applicants from PY		--	-58%	60%	25%
Enrolled (Yield)		9	2	8	7
% chg in Enrolled from PY		--	-78%	300%	-13%

Student Enrollment[1]					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program		12	8	8	7
% chg in Headcount from PY		--	-33%	0%	-13%
Enrolled Credit Hours		144	120	120	105
% chg in Credit hours from PY		--	-17%	0%	-13%
FTE		10	8	8	7
% chg in FTE from PY		--	-20%	0%	13%

[1] = students within the program in the fall of the academic year.

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment		12	8	8	12
Retained to the next semester		83%	75%	75%	58%
Retained to the next year		8%	0%	0%	0%
Graduation Rates					
100% of program time		75%	88%	75%	100%
150% of program time		75%	88%	75%	
200% of program time		83%	88%	75%	
Transfer Rate (non-graduates)[2]		0%	0%	13%	0%
Transfer Rate (graduates)		25%	13%	13%	17%
Enrolled in Another Program[2]					
Graduated from Another Program[2]		0%	0%	0%	0%

[2]. Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

<u>Program Strengths:</u>

- The Police Operations Advanced Certificate is unique in its ability to maintain a healthy connection between theory and practice. The program's simulation equipment and police cruiser promote a hands-on learning experience. This differentiates the program from others in the state and region. The program is currently one of two programs in the United States training on the Stressvest system. The program's use of a contained training area for building defensive and tactical communication skills has met the Advisory Committee's request to increase the emphasis of these skills.
- This program promotes student development of soft and hard skills relevant to police work and prepares students to attend the police academy. The curriculum places emphasis on teamwork, time management, problem solving, de-escalation, tactical patrol operations, defensive tactics, traffic stops, and arrest procedures.
- This program applies best practices in police operations training. Simulations provide realistic police scenarios and expose students to modern training topics. Faculty emphasize recurring themes related to empathy, police ethics, de-escalation, and social responsibility.
- Police Chiefs in the Lewiston-Auburn service area realize the benefits of hiring third-year graduates from the Police Operations Advanced Certificate program and have describe graduates of the program as turn-key and ready to hire.
- Students enrolled in the program complete Phase 1 and 2 of the Maine Criminal Justice Academy Law Enforcement Pre-Service course, which is paid for by the College and entices students to enroll.

<u>Challenges:</u>

- The program vacated its former space two years ago to make room for a plumbing and HVAC program. The new space does not allow for a student gathering area or computer area for students to do work during their breaks as the old space did. These types of spaces are important for retention because students form deeper relationships with each other and with faculty through these types of informal opportunities.
- The COVID-19 pandemic and national police issues have negatively impacted the number of students interested in law enforcement, creating challenges for recruitment.
- Current law enforcement practitioners typically assist faculty as guest lecturers and scenario actors on-campus. Due to the COVID-19 pandemic, students missed these opportunities since faculty were unable to include these visits in the curriculum.

Planned steps for continuous improvement:

- Utilize the Police Operations course to assist with program recruitment efforts by opening the course to students enrolled in other programs. Police Operations provides students an opportunity to learn about becoming a police officer and may lead students to pursue an advanced certificate.
- With the assistance of The Foundation for Maine's Community Colleges, a grant was received from the Davis Family Foundation to build a Criminal Justice Simulation Center on Campus. The Center is planned to be built this summer and completed for fall 2021 instruction. This space will allow the program to stay true to the theory-practice model, and provide the training space needed for the size of the program and spaces for students to interact as they had in the former criminal justice space.
- Faculty, in conjunction with Workforce Development, will explore opportunities to form a partnership with the Maine Criminal Justice Academy.
- Seek an articulation agreement with the University of Southern Maine's Social and Behavioral Sciences program to create a bridge from the Advanced Police Operations program.

Five-year Assessment Plan for Student Learning Outcomes

Police Operations   March 2021
Name of Program or General Education Domain   Date 3/3/21

Learning goal (as appropriate):

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (*Number of Students Achieving an "acceptable" or better*)	Assessment Goal was:		
						Met	Not Met	Pending Review
1.Demonstrate acceptable tolerance of stressful situations and apply stress reduction techniques.	2019-20	Practical assessment (CRJ294)	Industry professional(s)	70%	100%	✓		
2. Demonstrate working knowledge of Maine law enforcement agencies and related organizations.	2019-20	Practical assessment (CRJ294)	Industry professional(s)	70%	100%	✓		
3. Exhibit knowledge of police operations and procedures.	2019-20	Practical assessment (CRJ294)	Industry professional(s)	70%	100%	✓		
4. Demonstrate effective defensive tactics and de-escalation techniques.	2019-20	Practical assessments (CRJ295)	Industry professional(s)	70%	100%	✓		
5. Demonstrate knowledge of criminal court proceedings and relevant case law.	2019-20	Practical assessment (CRJ294)	Industry professional(s)	70%	100%	✓		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- ➢ 100% of students achieved Outcomes 1, 2, 3, 4, and 5 during the 2019-20 academic year, on par with 100 percent who also achieved these outcomes during the 2018-19 academic year. No pedagogical, instructional, or curricular changes occurred during these time periods.
- ➢ Rubrics are being created in each of the courses to assess these outcomes, bringing more transparency and consistency to the grading process.