

Maine Community College System  
Five Year Program Review

College: Central Maine Community College  
CIP: 43.1014

Program: Police Operations  
Credentials: Advanced Certificate

Review Team: David Lewis, Eric Berg, Matthew Tift, Jeffrey Green, Natalee Stotz, Dave King, Annika Nicholas  
Date: February 2026 Period of Review: AY 2021-2024

**Program Overview:**

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

The Police Operations Advanced Certificate is 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
<ol style="list-style-type: none"><li>1. Demonstrate acceptable tolerance of stressful situations and apply stress reduction techniques.</li><li>2. Demonstrate working knowledge of Maine law enforcement agencies and related organizations.</li><li>3. Exhibit knowledge of police operations and procedures.</li><li>4. Demonstrate effective defensive tactics and de-escalation techniques.</li><li>5. Demonstrate knowledge of criminal court proceedings and relevant case law.</li></ol>	

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

Credentials Awarded					
Credential	AY2021	AY2122	AY2223	AY2324	AY2425
AC	12	12	9	8	7

**4) Program Graduates Employed:**

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)

The program has not established an advisory committee.

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
11/06/2025	2	2
10/01/2024	3	4
11/02/2022	2	4
11/04/2021	2	2

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

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

	AY2021	AY2122	AY2223	AY2324	AY2425
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	--	--	--	--	
Program Curriculum	--	--	--	--	4.25
Technical currency of the program	--	--	--	--	4.5
Preparation of program graduates for work in the field	--	--	--	--	4
Communication from program administration/faculty	--	--	--	--	4.75
Overall quality of the program	--	--	--	--	4.25
Other (please specify):	--	--	--	--	3.7

\*Committee members only surveyed on the years they are assessed.

**7) Student demographics:**

Admissions					
	2020	2021	2022	2023	2024
Fall Applications	17	9	12	12	8
% chg in Fall Applicants from PY	--	-47%	33%	0%	-33%
Enrolled (Yield)	11	7	8	10	7
% chg in Enrolled from PY	--	-36%	14%	25%	-30%

Student Enrollment <sup>1</sup>					
	AY2122	AY2223	AY2324	AY2425	AY2526
Unduplicated Headcount Enrolled in Program	7	10	11	6	3
% chg in Headcount from PY	--	43%	10%	-45%	-50%
Enrolled Credit Hours	105	147	154	90	45
% chg in Credit hours from PY	--	40%	7%	-42%	-50%
FTE	7	10	10	6	3
% chg in FTE from PY	--	40%	5%	-42%	-50%

<sup>1</sup> = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY2122	AY2223	AY2324	AY2425	AY2526
Cohort Enrollment	12	11	11	6	3
Retained to the next semester	58%	82%	73%	83%	0%
Retained to the next year	0%	9%	0%	0%	--
Graduation Rates					
100% of program time	100%	82%	64%	83%	
150% of program time	100%	91%	64%	83%	
200% of program time	100%	91%	73%		
Transfer Rate (non-graduates) <sup>2</sup>	0%	0%	0%		
Transfer Rate (graduates)	0%	36%	18%		
Enrolled in Another Program <sup>2</sup>	0%	--	--		
Graduated from Another Program <sup>2</sup>	0%	0%	0%		

<sup>2</sup>. 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.**

**Program Strengths:**

- The Police Operations Advanced Certificate, a credential taken after completion of an associate's degree, 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 college has made significant investments in the program, adding the Public Service Simulation Center in 2023. This standalone building has allowed the program to thrive with space for simulation training, enhanced feedback with the use of video recording, and a dedicated classroom. This program space allows faculty to teach students defensive and tactical communication skills and meets the Advisory Committee's request to increase the emphasis in these areas.
- 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 throughout CMCC's service area realize the benefits of hiring third-year graduates from the Police Operations Advanced Certificate program and have described 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 is a major advantage for students. This creates opportunities for students when they graduate as they can become employed by many departments before completing the full-time criminal justice academy.
- The Police Operations Advanced Certificate is accepted as a third year towards a bachelor's degree at Southern New Hampshire University and Husson University.

**Challenges:**

- Enrollment for this program has remained steady, but many students who enjoy the free-college program have voiced concerns about their ability to participate, citing financial barriers.
- The department is currently seeking funding sources to expand the Public Service Simulation Center. This expansion will help centralize programming throughout the department and foster connectivity throughout the student body within our programs, strengthening the public service culture among our students.

**Planned steps for continuous improvement:**

- Market the Police Operations program to graduates from other programs. Students from Social Sciences and Psychology may have interests in joining the law enforcement industry and have relevant coursework in social problems and community advocacy.
- The department will continue to pursue funding for the expansion of the Public Service Simulation Center Faculty, in conjunction with Workforce Development, will explore opportunities to form a partnership with the Maine Criminal Justice Academy.
- Continue to work with CMCC's transfer coordinator to explore articulation agreements with other colleges and universities.
- The program will continue to be responsive to societal changes and expectations of law enforcement to be empathetic communicators, effective problem solvers, analytical critical thinkers, and positive agents of community advocacy.

Five-year Assessment Plan for Student Learning Outcomes

Police Operations

March 2026

Name of Program or General Education Domain

Date

Learning goal:

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
<b>CM PLO 1:</b> Demonstrate acceptable tolerance of stressful situations and apply stress reduction techniques	2025-2026	Practical Assessment CRJ 294	Industry Professional	80 percent of students will achieve 75 percent or better	92%	X		
<b>CM PLO 2:</b> Demonstrate working knowledge of Maine law enforcement agencies and related organizations.	2025-2026	Practical Assessment CRJ 294	Industry Professional	80 percent of students will achieve 75 percent or better	92%	X		
<b>CM PLO 3:</b> Exhibit knowledge of police	2025-2026	Practical Assessment CRJ 294	Industry Professional	80 percent of students will achieve 75 percent or better	92%	X		

operations and procedures.								
<b>CM PLO 4:</b> Demonstrate effective defensive tactics and de-escalation techniques.	2025-2026	Practical Assessment CRJ 295	Industry Professional	80 percent of students will achieve 75 percent or better	100%	X		
<b>CM PLO 5:</b> Demonstrate knowledge of criminal court proceedings and relevant case law.	2025-2026	Practical Assessment CRJ 294	Industry Professional	80 percent of students will achieve 75 percent or better	92%	X		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.  
The assessment shows strong mastery across all PLOs with exceptionally high performance in practical, skills-based outcomes.