Program Outcome and Assessment(s)
2018-2019 Program Outcome (PO) Year End Reporting Form
Program Review Cycle – 2016-17

Institutional Goal 2: Increase Student Access
Institutional Goal 3: Improve Student Success

Name of Program: Basic Law Enforcement Training

Mission/Purpose Statement: The mission of the Basic Law Enforcement Training program is to provide professional law enforcement training utilizing progressive adult learning concepts and innovative technology to meet the needs of the law enforcement community and the citizens they serve.

Outcome # 1: Program Retention, Fall to Fall

Baseline:	40.0% Fall Cohort (Program retention Fall 2014; cohorts are established each semester)
	52.4% Spring Cohort (Program retention Spring 2015; cohorts are established each semester)
Standard:	42.0% (Annually, Fall)
	54.4% (Annually, Spring)
Target:	44.0% (Annually, Fall)
	56.4% (Annually, Spring)

Data / Results:

Program Completion Rates

Cohort Semester	Enrollment	Grads	Non-Completers*	Program Completion**	Returned to WCC	Institutional Retention***
Fall 2007	13	9	3	69.2%	1	76.9%
Spring 2008	14	11	3	78.6%	0	78.6%
Fall 2008	23	19	3	82.6%	1	87.0%
Spring 2009	19	10	9	52.6%	0	52.6%
Fall 2009	21	17	3	81.0%	1	85.7%
Spring 2010	30	17	12	56.7%	1	60.0%
Fall 2010	22	15	7	68.2%	0	68.2%
Spring 2011	22	11	11	50.0%	0	50.0%
Fall 2011	14	0	13	0.0%	1	7.1%
Spring 2012	7	6	1	85.7%	0	85.7%
Fall 2012	25	19	4	76.0%	2	84.0%
Spring 2013	12	6	6	50.0%	0	50.0%
Fall 2013	21	12	7	57.1%	2	66.7%
Spring 2014	12	3	8	25.0%	1	33.3%
Fall 2014	20	8	7	40.0%	5	65.0%
Spring 2015	21	11	8	52.4%	2	61.9%
Fall 2015	15	6	7	40.0%	2	53.3%
Spring 2016	23	4	7	17.4%	0	17.4%
Fall 2016	18	6	11	33.3%	1	38.9%
Spring 2017	15	11	2	73.3%	2	86.7%
Fall 2017	16	10	4	62.5%	2	75.0%
Spring 2018	17	10	6	58.8%	1	64.7%

| Fall 2018 | 16 | 9 | 5 | 87.5% | 2 | 68.8% |

Sources: Curriculum Registration Progress Financial Aid Reports and IE – Students in a specific course with Final Grades

*Non-Completers = Student who stop attending and students who completed the course work but did not apply for graduation.

**Program Completion = Students who applied and were approved for graduation.

***Institutional Retention = (Grads + Returned to WCC)/Enrollment
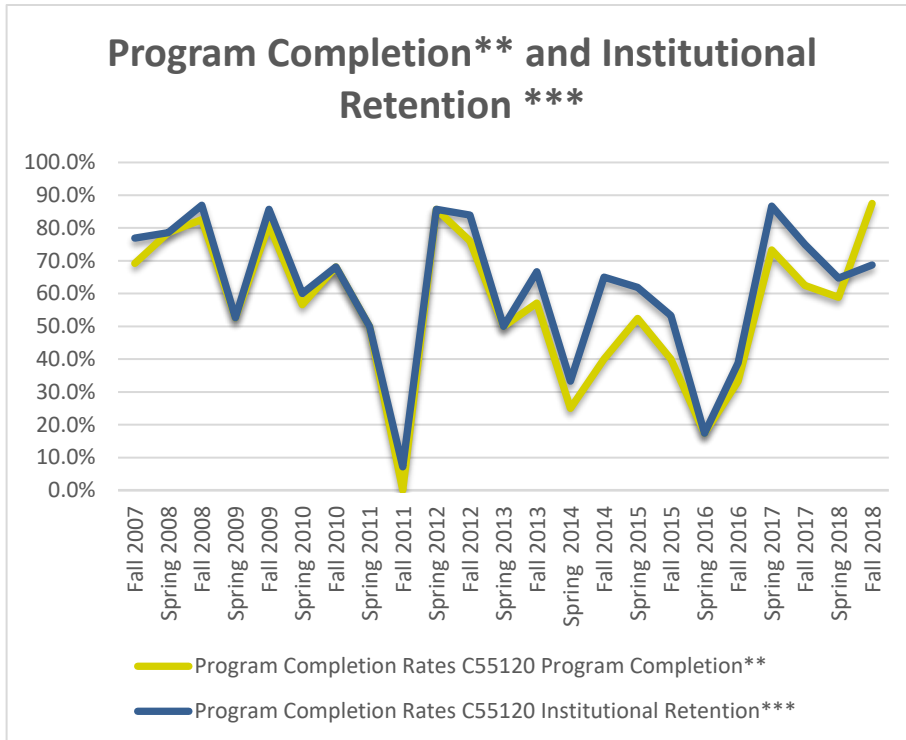
2018-2019 Strategies / Action Items:

Item #	Strategies / Action Items *(Action items identified in the 2017-18 year-end report)*	Results *(State the progress/results of the action items identified based on your method of assessment. Provide number/percent accomplished.)*
1	Implement intensive writing assignments for students.	100% of the students were required to complete four (4) intensive writing assignments. Students showed a higher level of understanding of the importance of report writing as required in the law enforcement profession.
2	Incorporate scenario based training throughout the program.	Scenario based training was incorporated in 100% of the blocks of instruction required by the state. Scenario based training involved practical skill scenarios as required by the state, ethical dilemmas, and critical thinking exercises. 100% of the students participated in all scenario based training exercises. Student evaluations showed a higher level satisfaction for

		the scenario based training at a rate of 4.5-5.0.
3	Continue to implement a study skills session leading to academic success.	Study sessions for students are required on a weekly basis and after each block of instruction. 100% of the students are required to answer 100% of all student performance objectives provided to them throughout the course.

Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall and spring retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect / increase your retention.)*

Fall to Fall and Fall to Spring Retention has increased over the last three years and advanced standing retention is remaining steady. Factors affecting retention include personal challenges of working too many hours with not enough study time as well as personal family issues.

Intensive writing assignments have been implemented and student success has increased on written tests, written communication assignments, as well as other areas. The Strategies/Action Item "Implement intensive writing assignments for students" will be removed and replaced for the 2019-2010 Strategies/Action Items. The new Strategy/Action Item will focus upon developing oral communication skills for students.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

As a result of data analysis, the standard or target will not change for the current academic year. The BLET's accrediting agency, N.C. Department of Justice expected level of achievement related to retention is determined by the faculty's decision based on past performance and factors affecting retention challenges such as academic level and demands of the course as well as the work load of students. A retention rate of @70 % has been set as an expected level of retention and success which is realistic for the demands of the BLET program.

2019-2020 Strategies / Action Items: *(Identify new action items as a results of your review and assessment of previous year data and action item results.)*

Item #	Action Items *(Identify action items as a result of your program outcome assessment.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Identify various blocks of instruction to incorporate communication skills training for students in an effort to develop their oral public speaking skills. After the blocks of instruction are identified, communication skills training will be implemented in these blocks with an assessment of the skills in the next academic year.	Evaluate the communication skills and oral public speaking skills and providing constructive feedback to the students for improvements if needed.
2	Incorporate scenario based training throughout the program.	Evaluate the scenario based training on checklist developed by the adjunct staff/faculty and the N.C. Department of Justice.

3	Continue to implement a study skills session leading to academic success.	Evaluate the written exam results for the students who scored below 85% on regular block test in comparison with their previous scores and other class members scores.