Wayne Community College
Program Review – 2021-2022

Name of Program: Basic Law Enforcement Training

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current 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.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

N/A

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.
> **Goal 1: Increase Student Access**
> **Goal 2: Ensure Program Excellence**
> **Goal 3: Improve Student Success**
> **Goal 4: Ensure Institutional Quality**

The Basic Law Enforcement Training program's mission aligns with all four Institutional Goals for Wayne Community College.

Goal 1: The program ensures "Student Access" through several avenues to benefit the student. First, the program coordinator sets up a meeting with the student to provide them a face-to-face contact as well as providing them the opportunity to ask questions and have a personal contact that they can reach out to. There are two Basic Law Enforcement programs offered annually at Wayne Community College, one for a daytime delivery and one for a nighttime delivery. This ensures that students from within our community have the opportunity to enroll in a program that best meets their schedule needs.

Goal 2: The program strives to ensure program excellence in an effort to provide quality training and state-of-the art equipment to utilize while in the program through the request of planning objectives and grant opportunities.

Goal 3: The program utilizes a diverse group of faculty and staff within the program that are currently serving the law enforcement profession. The assigned faculty and staff provide accessibility for the student to have the opportunity to reach out to them when the students need assistance or guidance in completing their course work or have questions about potential employment opportunities.

Goal 4: The program ensures institutional quality through the preparation of each program for delivery. The program is continually monitored and reviewed on an annual basis to ensure that we are meeting the accreditation standards set forth by the N.C. Department of Justice – Criminal Justice Standards Commission. The goal is to ensure that the program remains relevant and effective to the changing needs of society, rendering the success of the overall program and students which in turn is reflected upon the college as a whole.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
C155120	BLET Certificate

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Fall 2019 Program Course Code was updated by the North Carolina Community College System (NCCCS) to reflect the new standards for increased hours. The standalone program has one course and the modification was made to change the course number to ensure that everyone would utilize the new standards across the community college system. The course CJC 100 – Basic Law Enforcement Training was changed to CJC 110 – Basic Law Enforcement Training effective Spring 2020 for Wayne Community College.	Fall 2019

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

No significant changes have been made at this time. However, the BLET program is under constant review and a bi-annual review/revision by the North Carolina Justice Academy. The NCJA is responsible for the development, release, and delivery of course materials to all accredited schools who offer the BLET program.

Wayne CC BLET will be a pilot delivery location for the upcoming revisions for the BLET curriculum. The date has been confirmed, but is anticipated to be July 2023. There has not been a major revision to the program since 2000. The course content and topics are undergoing major revisions to reflect the updated relation to the job task analysis that has been conducted. The number of hours will increase from the state mandated 640 hours to 768 hours.

Program Review, 2021-22

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	8/14/2019	- Focus on State Exam and CJ standards - Recruits need to increase number of hours above state requirements - Additional study time is needed for students
2020-2021	N/A	Covid – no meeting was held
2021-2022	N/A	Change in leadership – no meeting was held.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?*

Better / enhanced communication skills are needed for students (verbal). Students have been given a list of questions that they must ask of strangers so that they can learn how to engage with others. Written communication also needs to be strengthened so that they do not write the same way they text.

Section 2: Program Outcomes

Outcome #1: Enrollment *(unduplicated)*

Baseline: **26** # (*Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21*)
Standard: **_27___** #
Target: **_30___** #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	33
2019-2020	23
2020-2021	22

Program Review, 2021-22

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	1	3.0%	1	4.3%	3	13.6%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	5	15.2%	2	8.7%	3	13.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	3	9.1%	0	0.0%	2	9.1%
Two or More Races, Female	0	0.0%	0	0.0%	1	4.5%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	9	27.3%	3	13.0%	9	40.9%
African American, Male	6	18.2%	3	13.0%	3	13.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	3.0%	0	0.0%	0	0.0%
Caucasian, Male	15	45.5%	13	56.5%	9	40.9%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	3.0%	4	17.4%	1	4.5%
Two or More Races, Male	1	3.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	24	72.7%	20	87.0%	13	59.1%
Total	33	100.0%	23	100.0%	22	100.0%

Program Review, 2021-22

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	6.1%	2	8.7%	3	13.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	14	42.4%	7	30.4%	4	18.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	6.1%	1	4.3%	3	13.6%
Two or More Races, 18-24	1	3.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	19	57.6%	10	43.5%	10	45.5%
African American, 25-44	5	15.2%	1	4.3%	3	13.6%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	3.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	18.2%	8	34.8%	8	36.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	6.1%	3	13.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	4.5%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	14	42.4%	12	52.2%	12	54.5%
African American, 45-64	0	0.0%	1	4.3%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	4.3%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	33	100.0%	23	100.0%	22	100.0%

Program Review, 2021-22

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Marketing and recruiting efforts are not designed to entice any specific group of people based upon their age, race, or ethnicity. We are steady in our enrollment of females, regardless of ethnicity. The highest population of students tend to be between the ages of 25-44 and can be attributed to career change or exiting military. We will continue our current recruiting efforts through marketing, high school visits, and other college-sponsored recruiting events.

Identify Enrollment Action Items

Item	Action Items *(What actions can be taken to increase enrollment in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Increase visibility of the program	Social media advertisements; community engagement events
2		

Outcome #2: Retention

Baseline: **77.5** % (*Average of last three years – 2018-19; 2019-20; 2020-21; program retention*)
Standard: _79___ %
Target: __82__ %

Year	Program Retention Rate
2018-2019	68.8%
2019-2020	81.8%
2020-2021	81.8%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	11.1%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	9.1%	1	11.1%	1	11.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	9.1%	0	0.0%	1	11.1%
Two or More Races, Female	0	0.0%	0	0.0%	1	11.1%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	18.2%	1	11.1%	4	44.4%
African American, Male	3	27.3%	0	0.0%	1	11.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	5	45.5%	7	77.8%	3	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	9.1%	1	11.1%	1	11.1%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	9	81.8%	8	88.9%	5	55.6%
Total	11	100.0%	9	100.0%	9	100.0%

Program Review, 2021-22

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	3	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	3	33.3%	0	0.0%
African American, 18-24	2	18.2%	0	0.0%	1	11.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	5	45.5%	5	55.6%	2	22.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	2	18.2%	1	11.1%	2	22.2%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	81.8%	6	66.7%	5	55.6%
African American, 25-44	1	9.1%	0	0.0%	1	11.1%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	9.1%	0	0.0%	2	22.2%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	11.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	18.2%	0	0.0%	4	44.4%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	11	100.0%	9	100.0%	9	100.0%

Program Review, 2021-22

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

We are happy with our retention rates in this program. We see many of the females who may be stronger academically but may struggle more with the physical requirements of the program.

Identify Retention Action Items

Item	Action Items *(What actions can be taken to increase program retention?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Consider a physical exam as a pre-requisite	Medical physical
2		

Program Review, 2021-22

Outcome #3: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: **15** # (*Average of total completers for the last three years – 2019-20; 2020-21; 2021-22*)
Standard: _16___ #
Target: __17__ #

Number of Completers (*unduplicated*) – Graduation Year – Summer, Fall, Spring	
Graduation Year	**Total Completers**
2019-2020	19
2020-2021	18
2021-2022	9

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	1	5.6%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	3	15.8%	2	11.1%	2	22.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	2	10.5%	1	5.6%	0	0.0%
Two or More Races, Female	0	0.0%	1	5.6%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	5	26.3%	5	27.8%	2	22.2%
African American, Male	1	5.3%	2	11.1%	1	11.1%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	11	57.9%	9	50.0%	4	44.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.3%	2	11.1%	2	22.2%
Two or More Races, Male	1	5.3%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	14	73.7%	13	72.2%	7	77.8%
Total	19	100.0%	18	100.0%	9	100.0%

Program Review, 2021-22

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	2	11.1%	1	11.1%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	8	42.1%	6	33.3%	2	22.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	2	11.1%	1	11.1%
Two or More Races, 18-24	1	5.3%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	9	47.4%	10	55.6%	4	44.4%
African American, 25-44	1	5.3%	1	5.6%	4	44.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	5	26.3%	5	27.8%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	15.8%	1	5.6%	1	11.1%
Two or More Races, 25-44	0	0.0%	1	5.6%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	9	47.4%	8	44.4%	5	55.6%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	5.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	5.3%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	19	100.0%	18	100.0%	9	100.0%

11

Program Review, 2021-22

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

African-American females are not being retained or completing at the same rate as other students. This was actually surprising to learn. Upon further investigation, we discovered that there were 13 females that did not pass the BLET. Of those, 7 were white females. Two of those failed out of Domestic Violence Practicals, 4 did not pass the 1.5 mile run and 1 was an academic deficiency. Of the four African-American females, 1 could not pass the 1.5 mile run, 2 failed Driver's Training, and 1 withdrew for personal reasons. Of the 2 Hispanic females, 1 failed Domestic Violence Practicals and 1 was an academic deficiency.

Identify Completer Action Items

Item	Action Items *(What actions can be taken to increase student completion in your program?)*	Assessment of Action Items *(How will you assess the results of action items?)*
1	Look at overall reasons students do not complete the program (personal, physical, or academic)	Evaluate reasons students do not complete the program and address those that may be able to be retained (and complete) (for reasons / barriers that the program faculty and college resources may be able to help with versus external reasons that the college cannot control)
2		

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, *to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)*

Accreditation for NC Department of Justice Criminal Justice Training and Standards Commission (every five years). Last accreditation was 2019 and the next accreditation cycle will be 2024.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	1) Purchase one (1) law enforcement vehicles through state surplus	1) Awaiting receipt. Unable to obtain vehicle through surplus. Will resubmit objective in the next cycle.

Program Review, 2021-22

| 2020-21 | 1) Purchase one (1) law enforcement vehicles through state surplus
2) Dedicated classroom lab space | 1) One (1) surplus law enforcement vehicle has been purchased and is placed on line for use by the BLET program. 100% of the students and faculty will benefit from the sue of a newer style vehicle (2016 Dodge Charger) that will replace a 1997 Ford Crown Victoria in all courses that require the operation of a law enforcement vehicle.
2) Objective placed on hold. Not funded, no further action required |
| 2021-22 | Purchase one (1) law enforcement vehicle | Objective was place on hold, reviewing vehicle options and sources. |

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

- Updated use of force simulator
- Updated shotguns
- Simunitions training equipment
- CS-CN gas masks
- Riot shields
- Drag dummy

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

The program's faculty needs are currently being met.

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

- Crime scene space (indoor)
- Scenario-based residential training (living room, kitchen, etc.)
- Force-on-force training area (active shooter training)
- Dedicated, paved running track
- Dedicated driving pad
- Storage space

Provide narrative for academic / student support services needs over the next three years. *(Are services adequate for your program/service?)*

- Reading placement test – study guides prior to placement testing

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths – subject matter experts (highly trained and qualified instructors); community partnerships; involvement in community events

Program Review, 2021-22

Weaknesses – lack of diversity in instructors; lack of dedicated space

Opportunities – hiring more diverse instructors; grow the space for BLET

Review prepared and submitted by: *(Please list name(s) and titles)*

- Angie Blizzard, Dean of Public Safety
- JR Anderson, Instructor

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date: ___*Dorothy Moore*___ 4/18/2023

Dean, Director, or AVP / Date: ___*Dr. Brandon Jenkins*___ 4/18/2023

Administrator Approval / Date: ___*Dr. Brandon Jenkins*___ 4/18/2023

Program Review, 2021-22