

SHORELINE COMMUNITY COLLEGE

Criminal Justice  
PROGRAM REVIEW

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## EXECUTIVE SUMMARY AND PRIORITY SUGGESTIONS

### *Overall Observations*

The Criminal Justice (CJ) offers one associate degree (AAAS) and one Short-Term Certificate (Child Advocacy Studies, or CAST). Some courses in the CJ program are required by other programs or are popular electives. As a result, about eight percent of students in the program are pursuing a CJ degree or certificate (as determined by EPC or “Intent codes”), while the rest are taking courses to fulfill the requirements of another program. Unless otherwise specified, this review focuses on those students who are pursuing a CJ degree or certificate.

This fully online program is capably led by Dr. Linda Forst. Dr. Forst has deep connections with the law enforcement community and uses these relationships to recruit excellent adjunct instructors with extensive experience in the field, maintain a robust advisory committee, and keep the program relevant by addressing emerging trends. The addition of the CAST certificate has boosted enrollment and completions, and the department is on the verge of launching another certificate, a Navigator, that looks to double down on this previous success.

The CJ program is well run, produces excellent results, and has some areas for improvement.

### *Priority Suggestion 1: Change the CIP Coding for This Program*

This program currently has only one SOC Code, “First Line Supervisors of Police and Detectives”. This is an incorrect SOC code. Both the Advisory Committee and faculty agreed that few, if any, graduates become supervisors in law enforcement upon graduation. One of the new SOC codes, Police and Sheriff Patrol Officer is listed as Not in Demand by the Seattle-King County Workforce Development Council (WDC).

### *Suggestions*

- 1.1 Remove the current SOC code and add three new SOC codes: Correctional Officers and Jailers; Police and Sheriff Patrol Officers; and Security Guards (pp. 24-25)
- 1.2 Set up a system to annually review the Demand/Decline list to ensure the SOC codes are listed as in-demand. If they are not annually petition the WDCs to make them in-demand. (pp. 24-25)

### *Priority Suggestion 2: Ensure that CJ Classrooms Contribute to Student Learning*

CJ faculty shared frustrations with classrooms at Shoreline. In one example, an administrator had to walk through a CJ classroom to enter and leave her office. In another example, students of the Defensive Tactics course could not train with batons indoors because of low ceiling heights.

### *Suggestions*

- 2.1 Ensure that classrooms support student learning. (pp. 21-22)
- 2.2 Ensure that the Defensive Technology Course is taught in a room where the use of batons can be appropriately demonstrated and practiced. (p. 21)

### *Priority Suggestion 3: Update Program Learning Outcomes*

The existing Program Learning Outcomes (PLOs) have not been updated in several years and may be out of date. Certain outcomes use verbs that may not be the best choice available. Finally, the Program has not mapped Master Course Outcomes (MCOs) to the PLOs. Without conducting this exercise it is difficult to know if all the PLOs are covered in the degree.

#### *Suggestions*

3.1 Review the PLOs to ensure they are current and worded appropriately. (pp. 11-12)

3.2 Conduct a mapping exercise to ensure the PLOs are taught and assessed appropriately. (p.12)

### *Program Review Findings*

#### *Program Level Findings*

1. Faculty work to keep the program current informally. Several program innovations are currently in development or were raised through this program review. (pp. 8-11)
2. Linda Forst does commendable work to ensure students have internships. (p. 8)
3. A Capstone Course is being considered and may occur in lieu of internships. If this occurs, faculty are encouraged to consider both education and employment outcomes in developing the course. (p. 9)
4. Faculty briefly discussed the option of offering an IBEST Private Security Certificate to the program. This could help the program and students in several ways. If the certificate is developed, faculty should explore ways to articulate the certificate with the degree. (p. 9)
5. The Advisory Committee discussed the need for better interpersonal and inter-cultural communication skills amongst new employees. Providing these skills in an online setting could be challenging. Faculty are encouraged to discuss these needs with the Associate Dean of Teaching, Learning, and Assessment and her staff, the Executive Director of Virtual Campus, eLearning, and Instructional Technology, and/or the Advisory Committee. (pp. 9-10)

#### *Employment Findings*

1. A high percentage of alumni and former student survey respondents indicated they were employed for pay (over 80 percent). (p. 14)
2. The vast majority of these working alumni (13 of 17 respondents) are working in an industry related to CJ. (p. 15)
3. Employment rates and wages were consistently strong for program completers. (p. 15)

### *Student/Course Level Findings*

1. Enrollment in CJ has increased by 36 percent since AY 2013, much faster growth than in peer programs and at Shoreline Professional-Technical overall, despite the increase in the economy and declining enrollments overall at Shoreline. (pp. 15-16)
2. Shoreline's program is among the smallest of peer institutions. All comparable Puget Sound programs, including Shoreline's, experienced enrollment growth. (p. 16)
3. CJs students offer greater diversity than found in industry, and comparable diversity to the average Shoreline Professional-Technical program. (pp. 17-19)
4. The addition of the CAST certificate significantly boosted enrollments and completions. (p. 20)
5. There were no waitlist issues for this program. Fill rates for CJ 130, 241 and 249 were relatively low. Faculty are aware of the problem, which they believe is related to the relatively few students in the program pursuing the AAAS. (p. 20)

### *Faculty Findings*

1. The faculty fully participated in this program review and were engaged, thoughtful, and had a good understanding of the needs of students and employers. (p. 20)
2. Faculty have extensive real-world experience and use this effectively in their teaching. (p. 20)
3. Students were complimentary of the instructors in the program, frequently mentioning their real-world experience, responsiveness, and teaching abilities. (p. 20)
4. CJ student-to-faculty ratio demonstrates increasing efficiencies over the past two years. (p. 21)
5. Faculty make good use of professional development funds to improve the program. (p. 21)
6. Republicize online training options that are provided to meet the 10-hour training requirement and discuss additional requests, if any. (p. 21)
7. Faculty suggested that the new hire online orientation resources could use a better user design to more easily identify the needed resource. (p. 21)

### *Resource Findings*

1. Faculty should not have classrooms that other staff are required to use to enter or leave their offices. (p. 21)

2. The Defensive Tactics course requires adequate space, including ceiling space, to train students on the use of a baton. (p. 21)
3. Faculty are pleased with the online learning resources and staff. (p. 22)

#### *Partnerships*

1. The program advisory committee members present at a meeting regarding this program review were plentiful, engaged in the department, and committed to its well-being. (p. 22)
2. Because some members of the Advisory Committee are also adjunct faculty, a conflict of interest issue exists that could be resolved by having all members sign a conflict of interest policy and/or making adjunct faculty Ex-Officio non-voting members of the committee. (p. 22)
3. The program advisory committee needs new members representing a better cross-section of the industry. (p. 22)
4. Term limits may help ensure new advisory board members rotate onto the committee on a regular basis, while giving staff and faculty a tool to remove unproductive members. (p. 23)

#### *Program Services*

1. Respondents to the student survey indicated relatively high satisfaction with program services. (p. 23)

#### *Competition*

1. Few other CJ programs in Puget Sound appear to have instructors with the real-world experience found at Shoreline. (p. 23)
2. Shoreline is one of the few programs that automatically confer credits to graduates of the Basic Law Enforcement Academy or the Washington State Patrol Academy, a program strength. (pp. 23-24)

#### *Labor Market Opportunities*

1. The advisory committee and faculty believed that labor-market data does not correctly portray the labor market for Police and Sherriff Patrol Officers. The advisory committee offered company projections and other evidence that state figures are low and that this occupation is in high demand. (p. 24)

### *INTRODUCTION*

In an effort to maintain the highest quality post-secondary education and meet regulatory requirements, Shoreline Community College hired Phippen Consulting, LLC in fall of 2018 to conduct a program review of its Criminal Justice (CJ) Program.

## *METHODOLOGY*

### *Meetings*

- One one-and-a-half-hour meeting with Division Dean, program chair, and Institutional Review staff to identify major issues of focus.
- Two two-hour meetings with staff and faculty to discuss all aspects of their program.
- One one-hour meeting with the CJ Program Advisory Committee to discuss the relevance of this program.

### *Documents Reviewed*

- One survey of current students (n=27, 4 percent response rate)
- One survey of alumni and former students (n=43, 19 percent response rate)
- Student demographic data
- Class cancellation and waitlists
- Student completion data
- Student completion ratios for CJ, Shoreline, and the state
- Student grade distributions
- Comparative data on student-faculty ratios
- Comparative data on full-time to part-time faculty ratios
- Program and course level fill rates
- Labor market data
- Job openings data from EMSI
- Program level learning outcomes
- College and program website and planning guides
- Annualized FTEs, headcount, and percent of enrollment by program and by certificate/degree

## *Surveys*

The program instituted an alumni and current student survey last year (see the separate document, “Criminal Justice Surveys” for a copy of the survey results). Surveys were distributed by Shoreline’s Marketing and Communications Department using MailChimp and Survey Monkey. One email and one follow-up email were sent to both current and former students resulting in a response rate of 19 percent for current students and 5 percent for former students. The response rate for current students is within the range of responses seen in previous program reviews. The response rate for former students is lower than expected. For this reason, many of the quantitative data collected in that survey have been omitted. The results that are reported here should be viewed qualitatively.

## *CURRICULUM*

Faculty constantly work to keep the curriculum relevant through informal means. For example, on the advice of the advisory committee they expanded a two-credit course to a five-credit course because of the demands of the profession. They also created a short-term certificate, Child Advocacy Studies (or CAST) based on emerging trends and student demand. This certificate has been popular. Other curricular changes being considered in response to industry and/or student demand are described below. While not all will likely be implemented, they demonstrate the effort faculty put into ensuring their program remains current and in-demand.

## *Work-based Learning*

Work-based learning experiences are an important component of professional-technical education. These include internships, job shadows, and other types of practical experience. They help students incorporate technical skills into real-world settings and real-world expectations. They improve critical thinking skills. And they can help lead to employment.

Most professional-technical programs struggle to offer work-based learning to their students. Faculty have little time outside of teaching and administrative duties to develop work-based learning opportunities for their students. Some programs have had internship coordinators in the past, but these positions rarely exist today.

Shoreline’s CJ program bucks the trend. When commenting about positive aspects of the program, CJ students and alumni frequently mentioned the internship opportunities available to them. Having these internships (or other types of work-based learning experiences) clearly benefits the program, both with regard to program completions, the quality of education available, and the job placements for their graduates. Not having these opportunities would negatively impact all three of these program domains.

It is impossible to attribute specific strategies to these successes. But one is clearly strongly related: the program chair Linda Forst. She is clearly actively engaged in the law enforcement community and spends significant personal time cultivating relationships with her law enforcement peers. She sits on advisory committees, boards, and takes other steps to be sure she is current and understands the demands of the labor market. She does this part of her job so well, this reviewer at first assumed that supporting internships was a cultural part of law enforcement, as it is with healthcare.



But the contrary is true. Staffing shortages and labor issues have made internships more difficult to attain in the recent past. Yet Linda is able to get internships for any student that needs one. She brings a unique combination of professional experience, interpersonal skills, and drive that provides enormous benefits to the department.

#### *Capstone Course*

The CJ AAAS is one of the few professional-technical degrees at Shoreline that requires an internship. While many other programs required internships in the past, faculty found them too difficult to manage and they have been phased out. Through personal relationships and creativity, CJ faculty do an excellent job of acquiring internships for each student. Based on responses from student and alumni surveys, students appreciate these internships.

While no decision was made during the program review period, the department will be considering replacing internships with a capstone course in the future. The reasons being considered are multiple and include:

- Personnel shortages in law enforcement make it increasingly difficult for agencies to host interns;
- Some student backgrounds (e.g., criminal records) make it difficult to land internships in law enforcement;
- Emerging skills requests (see below) suggest that a capstone course might be a productive way to meet emerging needs while helping students incorporate their education in practical ways.

Internships are an effective way for students to gain employment. For this reason, if the department moves towards a capstone course in lieu of internships, they are encouraged to do so with the dual goal of meeting education outcomes while helping students with their employment prospects.

#### *IBEST Private Security Certificate*

Finally, during this program review faculty and administration briefly discussed the possibility of adding an IBEST private security certificate. They noted that this certificate could help provide employment options for students who may have difficulty passing the rigorous background check required by law enforcement agencies. Making the certificate an IBEST option could help students who struggle with basic education, while also helping to set Shoreline apart from other CJ programs in Puget Sound. If they move forward with this option, they are encouraged to explore ways this certificate could articulate with the degree to help provide options for completers who wish to continue on with their education.

#### *Improving Interpersonal Communication*

The Advisory Committee discussed a couple of challenges they face with new hires that could be addressed through curricular changes to this program. The first is that new hires sometimes have difficulty with verbal communication, especially with the challenging conversations that law enforcement personnel are required to manage. They noted that some new hires have not practiced verbal communication enough to sufficiently manage these conversations.

Faculty in attendance at the Advisory Committee meeting discussed the challenges of providing students with verbal communication skills in an online format. Providing interpersonal skills training can be challenging for an online program. Indeed, without specific strategies, online training could exacerbate the very lack of these skills. Faculty should seek help from the Associate Dean of Teaching, Learning, and Assessment and her staff and/or the Executive Director of Virtual Campus, eLearning, and Instructional Technology to improve interpersonal skills training through the online format.

Faculty can also engage the Advisory Committee in a discussion about ways they could help current students through role play activities. Faculty also discussed how a capstone course could help address this issue.

#### *Applied Inter-cultural Competence*

The second issue was related to inter-cultural competencies, or competencies needed to work successfully among a variety of national and/or ethnic cultures. One commander noted that they are working hard to recruit from minority, especially immigrant communities. Some candidates get weeded out of interviews because their nonverbal communication cues differ significantly from mainstream nonverbal cues. For example, some communities make little eye contact. In a mainstream context this could be interpreted as dishonesty. However, in some cultures looking someone directly in the eye could be interpreted as improper. The committee discussed the need for inter-cultural training that could be better applied to law enforcement scenarios. Some members of the committee indicated that this could be also offered to incumbent workers as continuing education.

Faculty discussed whether this training could be offered in lieu of existing multicultural education. However existing courses required under this prerequisite are focused on helping students understand power structures and systematic issues related to racism – issues that are important for law enforcement personnel to understand. Addressing inter-cultural applications to will need to be covered through the existing courses, adding a capstone course, or through additional changes that could come in the near future.

#### *Physical Fitness*

In response to a few responses to the student and alumni surveys and comments from the Advisory Committee faculty also discussed adding some Physical Education courses to the elective options to help students improve their physical fitness.

#### *New Navigator Certificate*

The program will launch a new certificate in the coming months. Many law enforcement agencies are experimenting with embedded mental health professionals who patrol with law enforcement. These mental health professionals are relied upon to de-escalate conflicts and provide crisis counseling and immediate links to safety-net organizations.

However, there currently are no formal training programs preparing these mental health professionals for this work. Working closely with industry, Shoreline identified needed competencies including:

- Background on law enforcement culture, language, and operations;

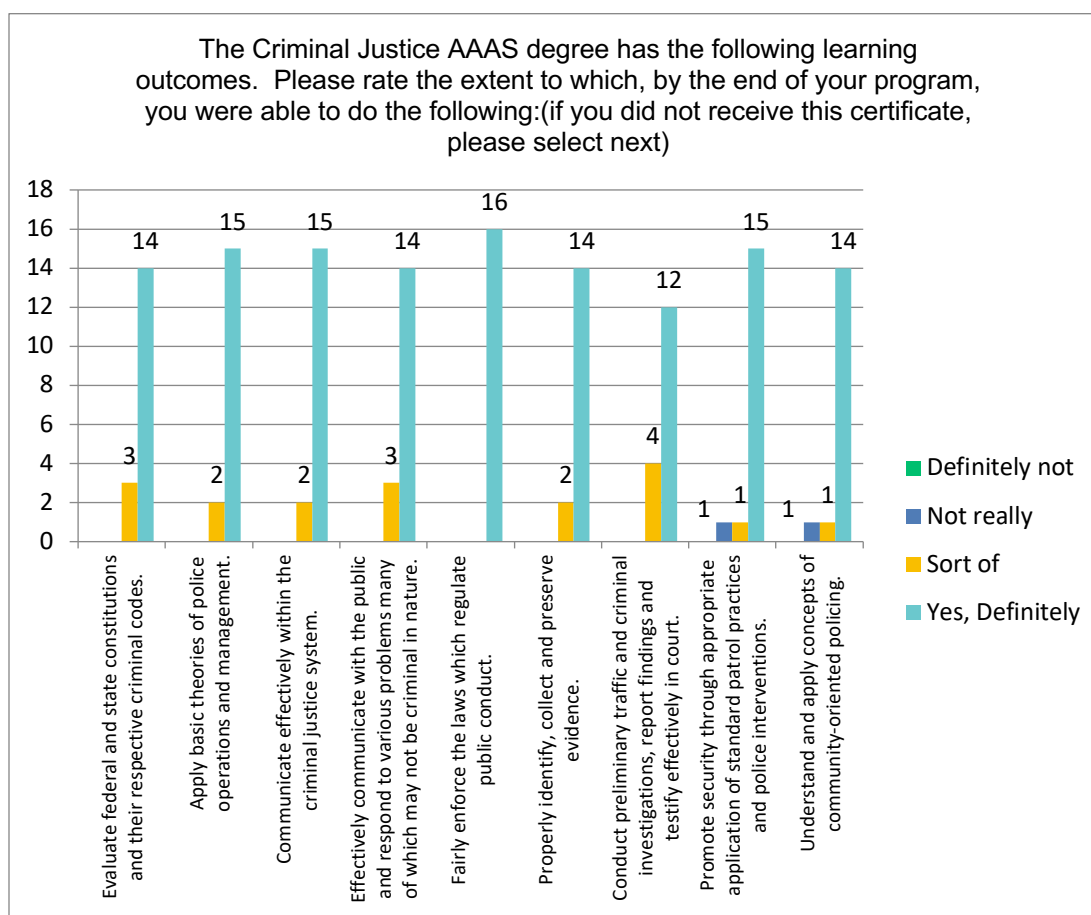
- A review of the constitution, law, and legal structures;
- Explicit guidelines on when and how to intervene; and
- Training on report writing, testifying, and other ways in which they would formally interact with the justice system.

There is clearly strong industry demand for this training. Some members of the advisory committee discussed sending both incumbent workers as well as new hires. Being the first in the state to offer this training will provide significant competitive benefits to Shoreline. There appears to be sufficient demand to launch the certificate.

## ASSESSING STUDENT LEARNING

### Program Outcomes

The following chart displays the rate to which former students felt they were able to perform the program outcomes (listed across the bottom). As state earlier, the response rate for this survey was low and these results should be viewed qualitatively. One can see that respondents to this survey reported a high degree of achieving all program outcomes.



Faculty discussed the current program level outcomes during this program review. They realized that the program level outcomes had not been updated in several years and noted that it was time to go through a formal review of these outcomes. Two program outcomes were identified as needing improvement. The first is “evaluate federal and state constitutions and their respective criminal codes.” The

verb “evaluate” is defined as “determining the significance, worth, or condition of usually by careful appraisal and study.” Faculty noted that “evaluate” was the incorrect verb.

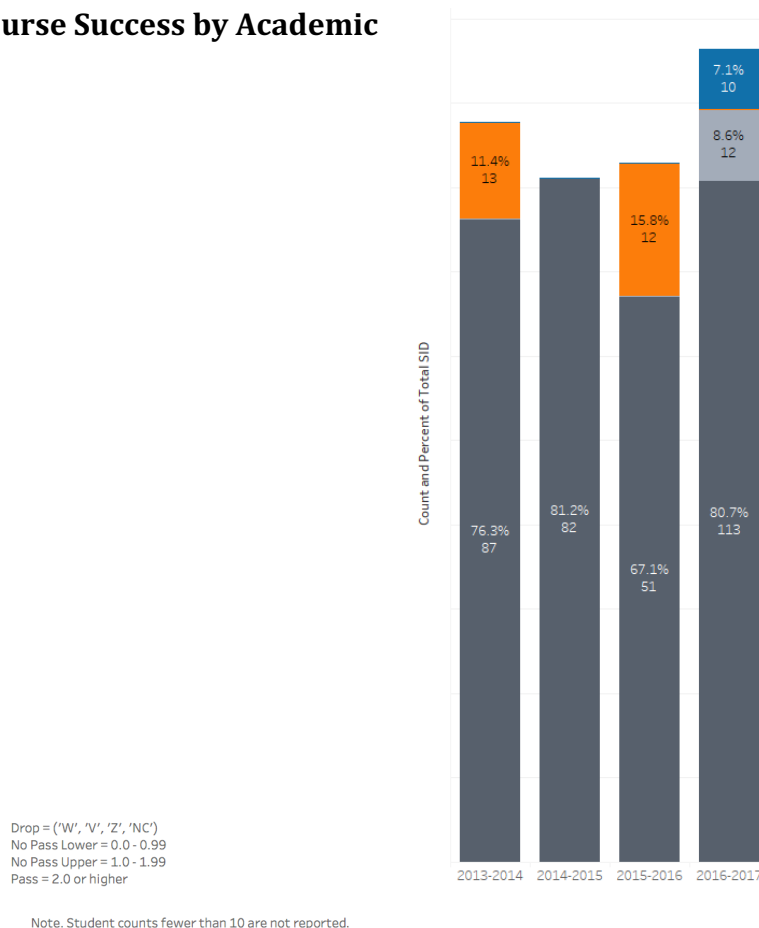
The second program outcome that needs consideration is “fairly enforce the laws which regulate public conduct.” The verb “fairly” is difficult to measure objectively.

As a component of updating these program learning outcomes, the department should work with Student Learning and Success to map Master Course Outcomes the program learning outcomes. This will help faculty understand where learning and assessment occurs throughout the program, identifying gaps that could improve uptake of program learning outcomes.

## Grades

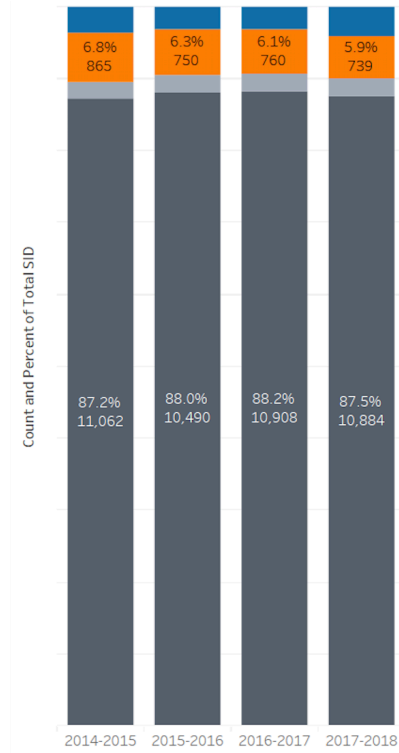
An examination of CJ course success and grades reveals that CJ pass rates and grades are slightly lower than all Shoreline Professional-Technical programs during the same time period. This could be occurring because of the smaller number of students in the program, relative to all Professional-Technical programs. With a small sample such as this, a small change in the numbers can make percent changes appear large. Faculty also indicate that if students are not successful in their courses it is often because personal issues are impacting their performance.

### CJ (Intent) Course Success by Academic Year<sup>1</sup>



<sup>1</sup> The legend is unavailable in the charts related to Course Success. Dark grey is “Pass”. Light grey is “No Pass Upper”. Orange is “No Pass Lower”. Blue is “Drop”.

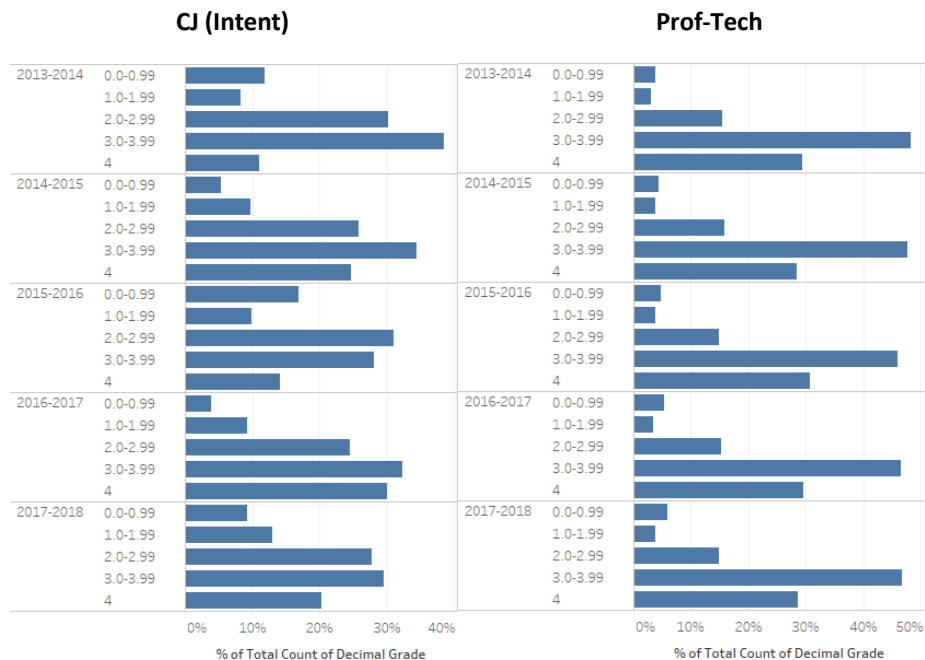
## Professional-Technical Program Course Success by Academic Year



Drop = ('W', 'V', 'Z', 'NC')  
 No Pass Lower = 0.0 - 0.99  
 No Pass Upper = 1.0 - 1.99  
 Pass = 2.0 or higher

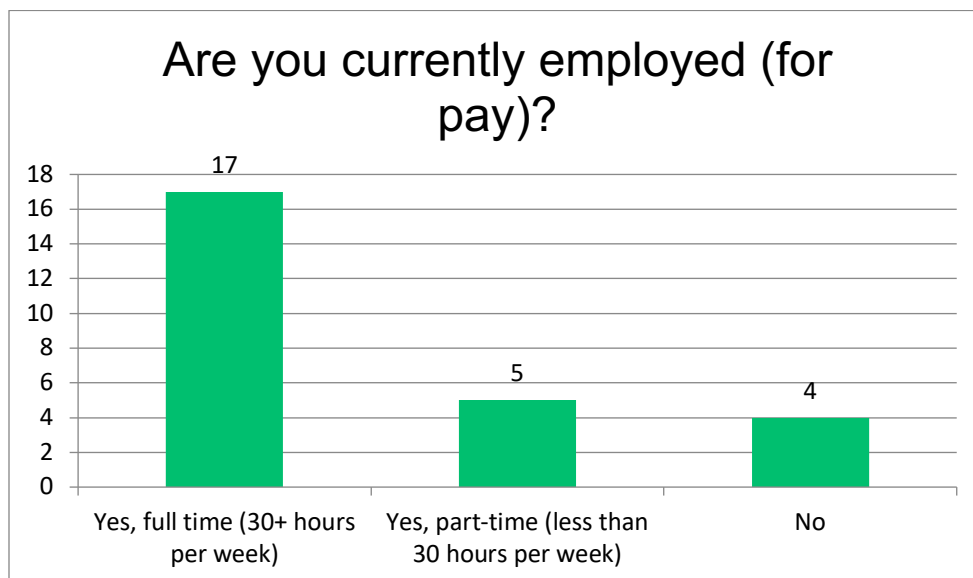
Note. Student counts fewer than 10 are not reported.

Grade distributions in the following table reveal fairly consistent and objective grading practices from year-to-year. Year-to-year variability is attributed to the relatively small numbers of students with CJ intent codes (approximately 100-125 students depending on the year).



## EMPLOYMENT OUTCOMES

To understand employment outcomes, two data sources are typically used. First, CJ alumni survey responses regarding their employment status is considered. Over 80 percent of alumni respondents reported that they were employed for pay part- or full-time, a high number compared to other Shoreline professional-technical programs.



When responding to an open-ended question about their current jobs and responsibilities, 13 of 17 respondents indicated they were working in a field related to the CJ program, including law enforcement, advocacy, and dispatch. This is a high correlation and points to the relevancy of the program and the tight law enforcement labor market.

The second data source is the Data Linking for Outcomes Assessment database compiled by the Washington State Board for Community and Technical Colleges linking program outcomes and employment data. This data shows the employment outcomes for alumni that completed their degree or certificate. The data does not show what jobs these individuals have.

Academic Year	Estimated Employment Rate for Completers	Estimated Employment Rate for Leavers
2012-2013	86%	80%
2013-2014	77%	57%
2014-2015	76%	90%
2015-2016	81%	86%
2016-2017	100%	71%

The employment rate for completers is consistently high, year-to-year. The employment rate for leavers is also consistently high.

Completers –Average Wages (2012-2016)		
Completion Year	Completers	Leavers
2012-2013	\$21.05	\$14.80
2013-2014	\$19.01	\$15.80
2014-2015	\$17.68	\$16.16
2015-2016	\$28.06	\$21.67
2016-2017	\$27.10	\$25.51

Reported wages for this program were consistently stronger for completers than leavers.

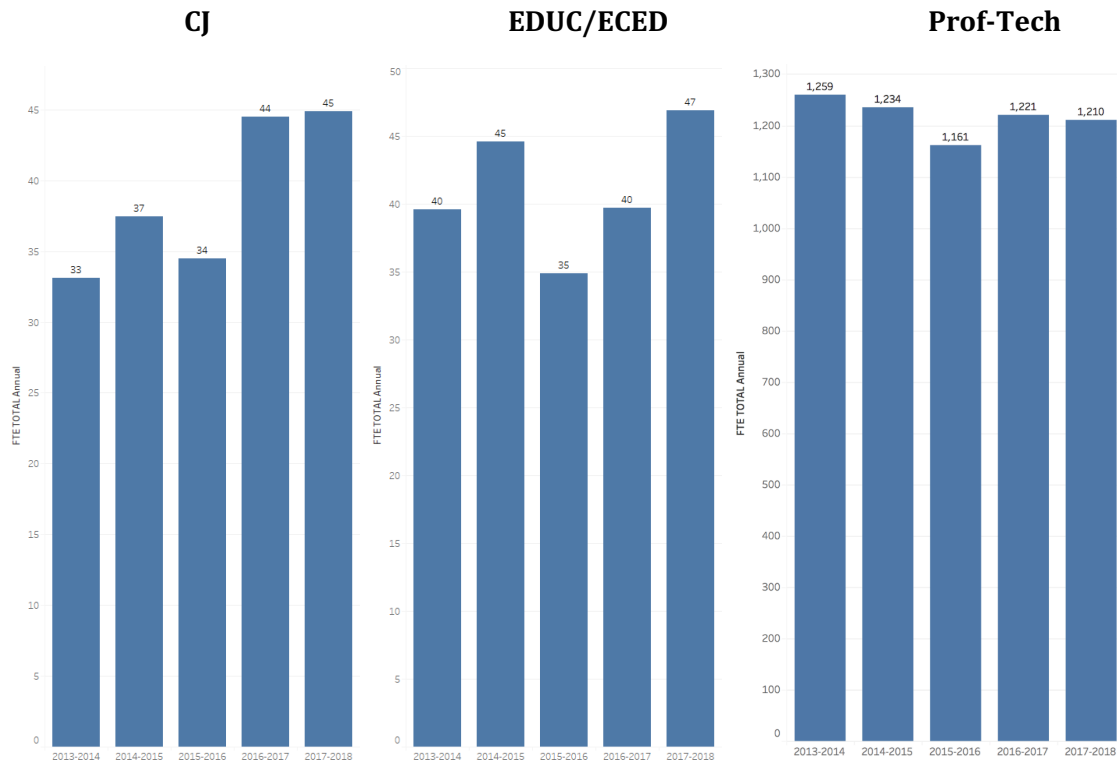
## STUDENT DATA TRENDS

### Enrollment

As the following table shows, CJ FTE enrollment increased from 33 students in AY 2013 to 45 students in AY 2017 (a 36 percent increase). This compares to a 17 percent increase in Education/Early Childhood Education and a 4 percent average decrease in all Professional-Technical programs. CJ's increase can be attributed to a strategic effort on the part of faculty to keep enrollment high. They accomplish

this by ensuring prompt responses to any program inquiry. As will be seen later, the new CAST certificate has contributed to increasing enrollments as well.

### FTE by Academic Year



The following table compares Shoreline CJ FTE with other local colleges. Shoreline's program is among the smallest of local colleges. This is likely attributable to Shoreline's small service area. It is important to note that Shoreline's program grew by 22 percent during this time period.<sup>2</sup> Most other schools also experienced significant enrollment growth during this time period. This growth around Puget Sound occurred during a time when most professional-technical programs were declining, mostly attributed to the strong economy.

### FTE Comparison by Year

	Shoreline	Green River College	Bellevue College	Pierce College Fort Steilacoom	Highline College	Everett Community College	Pierce College Puyallup
2014-15	36.82	108.78	84.67	76.48	31.95	3.00	14.22
2015-16	34.22	111.56	92.89	85.15	41.60	3.33	12.67
2016-17	43.98	127.35	87.44	47.20	39.02	65.09	15.00
2017-18	45.00	135.78	88.00	50.84	45.73	61.89	14.12

<sup>2</sup> The percent enrollment increase here (22 percent) differs from the previous figure (36 percent) because the previous figure included an additional year, 2013-14, which had low enrollment.



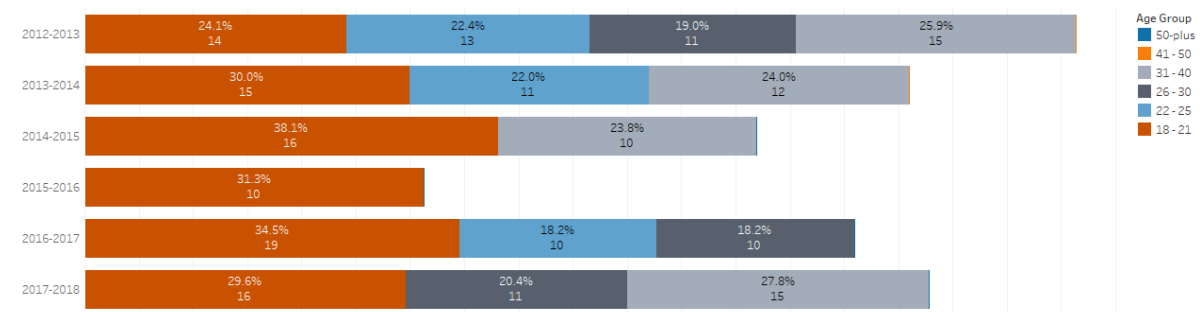
## Student Demographics

CJ ranges between 38 to 60 percent female depending on the year, compared to industry, which was 15 percent female in 2016.<sup>3</sup> Shoreline's overall Professional-Technical programs on average are between 52 and 56 percent female. Between 38 to 60 percent of CJ students are non-white, compared to less than 20 percent in industry and slightly less than half in Shoreline's Professional Technical programs.

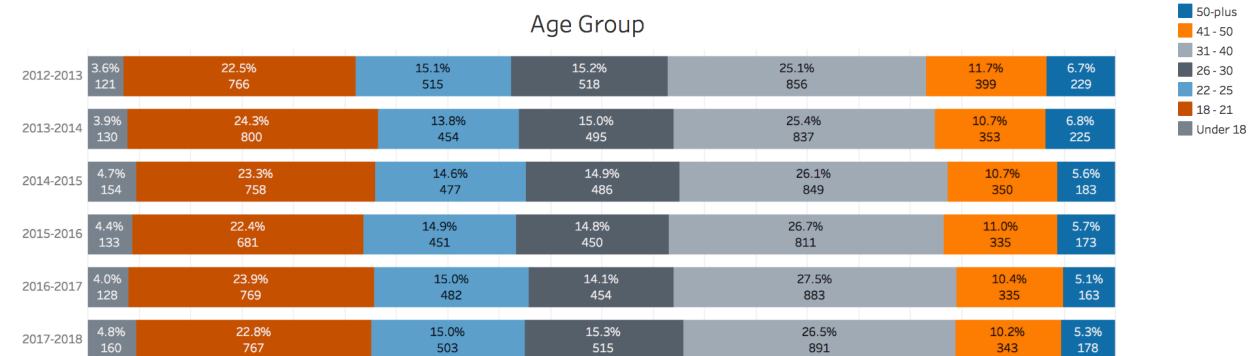
A higher portion of CJ students are younger than in Professional Technical programs overall, possibly because the occupations this program feeds are more physically demanding than typical Professional Technical programs.

This program serves a more economically diverse population than Shoreline's Professional Technical programs on average.

### CJ Age

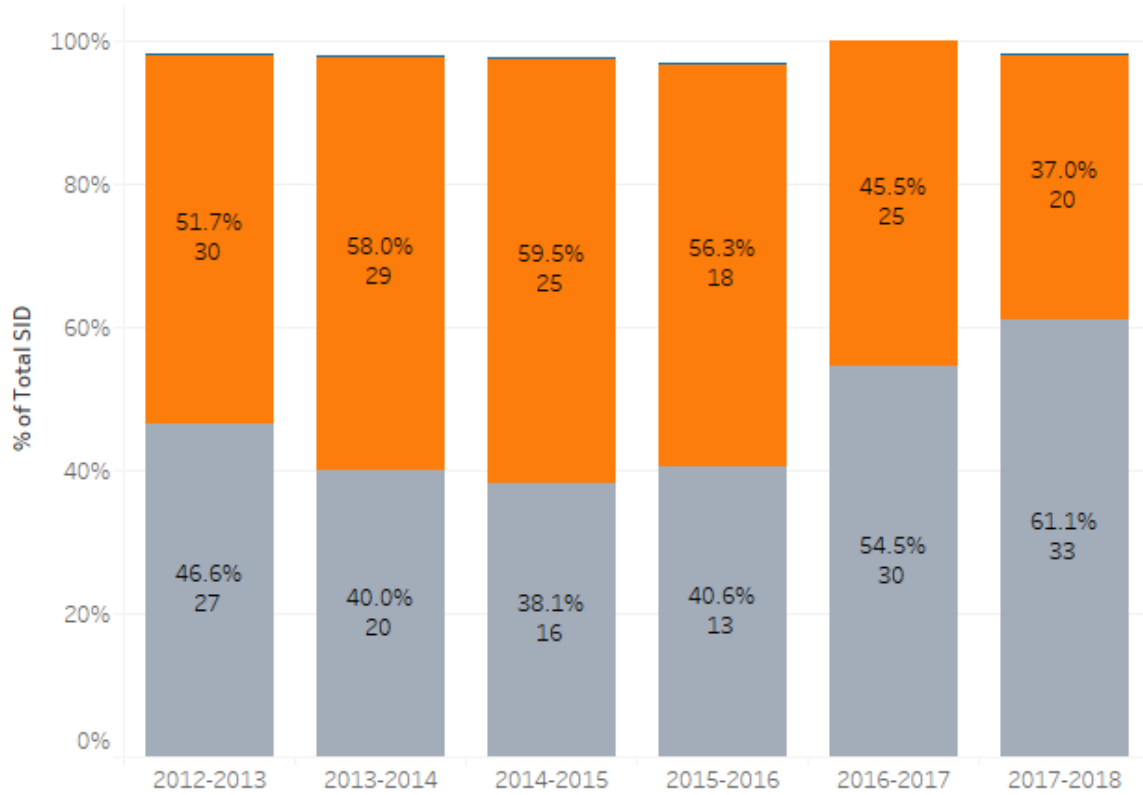


### Prof-Tech Age



<sup>3</sup> Industry comparisons in this section are from <https://datausa.io/profile/soc/331012/> downloaded February 2019.

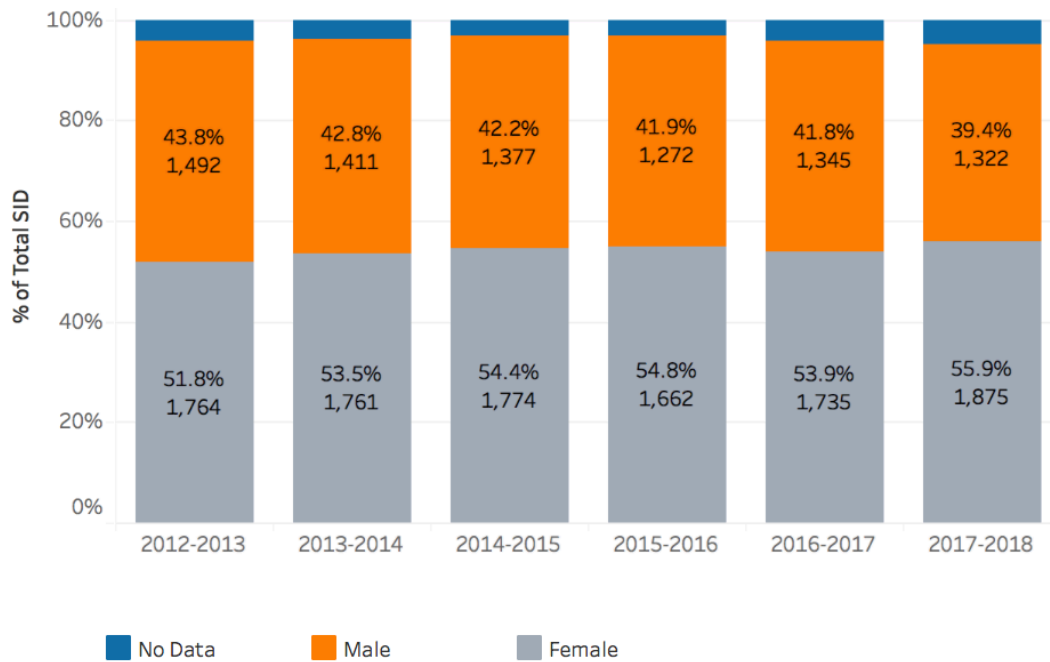
## CJ Sex



Sex1

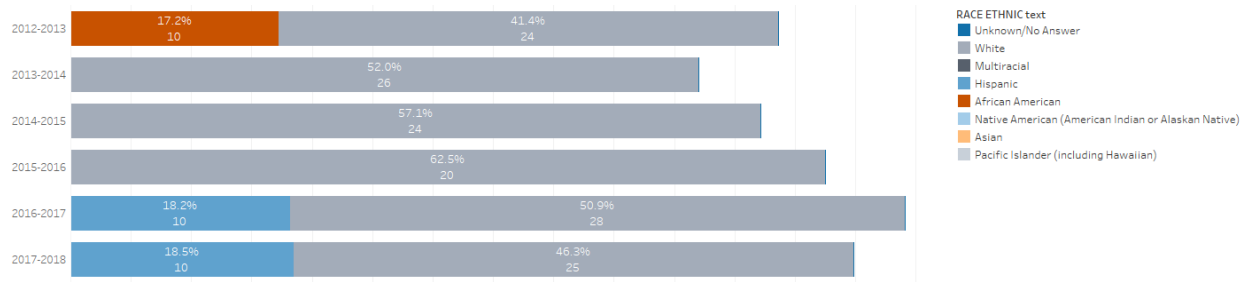
No Data  
Male  
Female

## Prof-Tech Sex

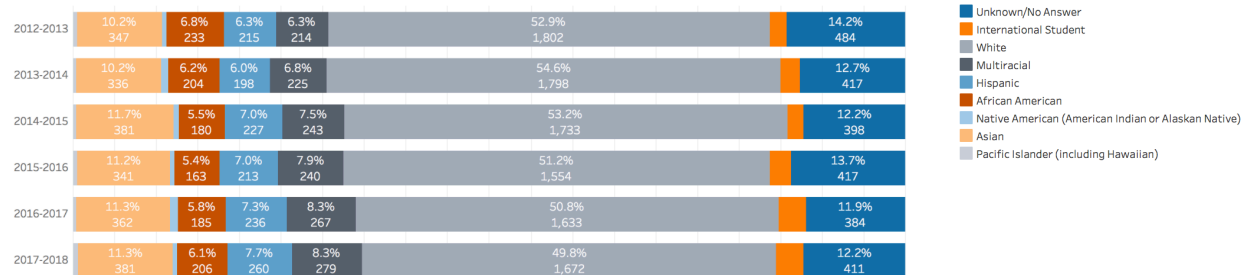


No Data Male Female

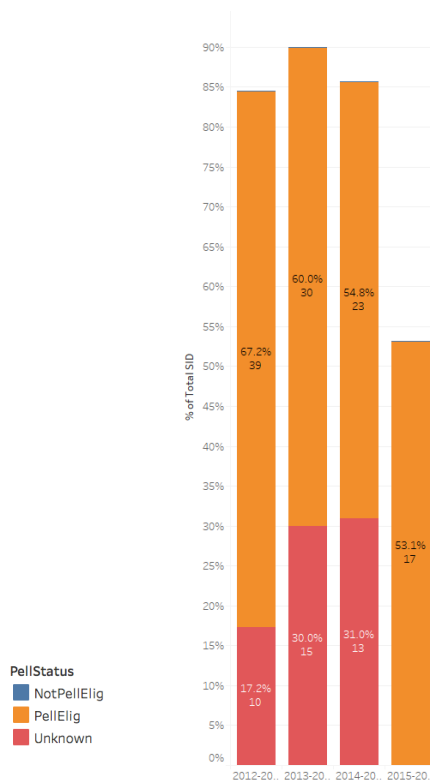
## CJ Race/Ethnicity



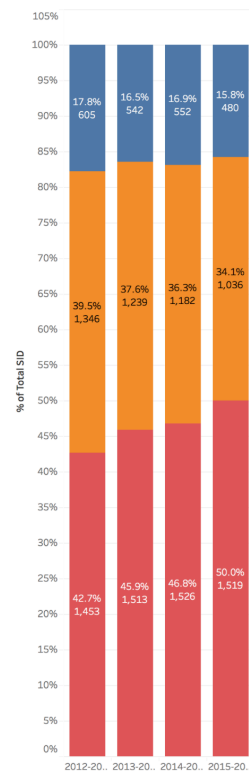
## Prof-Tech Race/Ethnicity



## CJ Pell Eligibility



## Prof-Tech Pell Eligibility



### Completion Data

The following table compares the CJ program's ratio of students per workforce certificates and degrees earned to Shoreline Professional-Technical students and the state as a whole.

All Workforce Certificates and Degrees		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>State</i>	Ratio	21%.	20%	20%	22%	20%	20%
<i>Shoreline</i>	<i>Completions</i>	1,317	1,229	1,273	1,164	1,300	1,204.
	<i>Headcount</i>	5,203	4,681	4,205	4,132	4,862	5,089
	Ratio	26%	26%	30%	28%	27%	24%.
<i>CJ</i>	<i>Completions</i>	9	8	16	16	16	23
	<i>Headcount</i>	104	98	81	65	86	80
	Ratio	9%	8%	20%	25%	19%	29%

With the addition of the CAST certificate, program completions increased to closely match Shoreline's overall ratio.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Criminal Justice – AAAS	9	7	7	6	4	9
Child Advocacy Studies – ST	Na	1	9	10	12	14

### Fill Rates

Fill rates are determined by comparing the number of students enrolled in a course during an academic year, with that course's capacity for the year. Three courses had relatively low fill rates: CJ 130 (Information Gathering – an elective), CJ 241 (Principles of Investigation I – a requirement for the degree), and CJ 249 (Police Operations – a requirement for the degree). Faculty were aware of the low rates for these classes. Each is offered only once per year. The low enrollment for these courses highlights the observation that a minority of students pursue the AAAS to launch a career in law enforcement.

### FACULTY

CJ's chair and several part-time instructors fully participated in the program review. They were engaged, thoughtful, and had a good understanding of the needs of students and employers. CJ has one full-time and ten associate faculty. All faculty have extensive real-world experience, which positively contributes to the success of the program.

Student and alumni were complimentary of all instructors in this program, mentioning several by name. Responses about faculty focused on their real-world experience, responsiveness, and teaching abilities.

### *Faculty Workload*

CJ student-to-faculty ratio has demonstrated increasing efficiencies over the past couple of years as the program has grown.

Year	CJ	ECED/EDUC	PROFTECH
AY 2013	1:15	1:20	1:13
AY 2014	1:19	1:22	1:13
AY 2015	1:16	1:17	1:12
AY 2016	1:21	1:15	1:13
AY 2017	1:22	1:21	1:13

### *Professional Development*

The program chair uses professional development to attend law enforcement conferences. Shoreline's professional development allowance only pays for a part of the costs of these conferences. These conferences allow her to not only keep up to date with emerging issues, but also to forge and deepen relationships she has with law enforcement leaders. These relationships are critical to the operation of her program.

Adjunct faculty have professional develop offered through their law enforcement positions and is required for them to keep their badges. They use these resources to stay current with the profession.

During the program review, there was a request for online training options to fulfill the 10-hour training requirement. However, Shoreline began offer a full complement of online training in Spring of 2018. Shoreline may consider republicizing these options as some faculty apparently missed the earlier announcement. It may also be a useful exercise to review available options with faculty and discuss any possible changes, if any.

Similarly, faculty suggested that the new hire online orientation resources could be improved. They note that it takes some time to wade through the materials offered to identify the content that is needed. A better user design of these resources may help improve the experience.

### *RESOURCES*

Classrooms should support student learning. They shared a few examples where the opposite was true. In one example, because of the building layout, an administrator had to walk through a classroom to enter or leave her office. In another example, a component of the defensive tactics course could not be taught in a classroom. Defensive Tactics teaches students the proper use of the baton in self-defense and apprehension scenarios. Because batons extend the reach of users, the instructor shared that students were hitting the ceiling with the batons. They adjusted by taking the class outside.

Faculty shared that the building they are currently housed in is slated for demolition, but they have not yet been told where they will be housed. Their new classroom space should contribute to student learning and the above concerns should be addressed.

Faculty seemed pleased with the online learning resources and staff available to them. They were hesitant to transition to online learning, but the experience has been positive.

## *PARTNERSHIPS*

### *Active Partners*

At the meeting to discuss this program review the CJ advisory committee had 14 members representing law enforcement. The advisory committee members were all engaged in industry and made active contributions to the department, including internships, job opportunities for students, and participating in Shoreline events.

### *Potential Conflict of Interest*

Some members of the advisory committee are (or have previously been) adjunct instructors in the program. The CJ program uses a variety of adjunct instructors who are working in the field. This is a program strength. The advisory committee is robust and it is not surprising that there is some boundary-creep between advisory committee members and adjunct instructors.

This could become a conflict of interest issue if adjunct instructors participating on the advisory committee were seen to be supporting program changes that would benefit them financially. This could be addressed by either having and following a conflict of interest policy for the committee and/or by having adjunct instructors serve as ex-officio, non-voting members.

It's worth noting that this is more of an optics issue than a real issue. The vast majority of adjunct faculty have little to no financial stake in the program and are teaching as a community service. It's also a bit ironic to be discussing how adjunct faculty could be enriching themselves through this program – most conversations about adjunct faculty compensation have a different theme. Finally, law enforcement personnel are held to high ethical standards with fairly close public scrutiny regarding their maintenance of these standards. Nonetheless, the perception exists and could be addressed relatively easily.

### *Professional Diversity of the Advisory Committee*

The advisory committee did not have members who represent corrections, social work, private security companies, or other organizations for which they are preparing graduates. The committee has had these representatives in the past and the program chair is aware of this issue currently. The program should actively recruit for advisory board members representing the full spectrum of organizations for which graduates work.

### *Advisory Committee Terms*

It is important to ensure that new advisory board members rotate onto the committee on a regular basis. This does happen currently, but on an informal basis. The easiest way to do this is to ensure all advisory board members have staggered terms. Staggered terms not only ensures that new ideas are constantly brought to the committee, but it provides administration with a relatively easy way of removing unproductive members.

### *PROGRAM SERVICES*

Current students were surveyed regarding their opinions of CJ's program services. They were asked to rate each component on a scale of 1 (poor) to 5 (excellent). The ratings were:

Element	Rating
Helpful program information on college website and printed materials	4.4
Effective curriculum structure: (Did the sequence of courses make sense? Did the skills you learned in one class transfer to the next class?)	4.52
Support of individual learning needs	4.36
Adequate preparation for employment (knowledge and skills for the field)	4.45
Adequate guidance for career planning	4.2
Adequate program resources (information technology, equipment, space, supplies)	4.22
Class schedules meet student needs	4.52
Academic advising meets student needs	4.5
Effectiveness of other support services (tutoring, financial aid, counseling etc.)	4.47

The ratings for CJ's program elements were in line with other programs at Shoreline. Open comments about the program included several comments about the valuable support they received from the program to help them gain employment, including internships.

### *COMPETITION*

Shoreline prides itself that their instructors have real-world experience. Indeed, only two other competitive programs note real-world experience of their faculty on their website, and only one provides the detail of Shorelines such as faculty bios. The majority of survey respondents chose this program because of the location of the school. Quality/reputation of the program and the cost/value of the program were other significant determining factors.

Other unique program components include offering 30 transfer credits for the AAAS and 20 credits for the AA-T that are automatically conferred for students who have completed the Basic Law Enforcement Academy or the Washington

State Patrol Academy. Only one other program (Everett) offers automatic conferral of credits for these students.

Current students were asked what other programs they considered before selecting Shoreline and their responses indicated that Shoreline competes with several different public and private programs in Washington and across the country including:

- North Seattle College
- Edmonds Community College
- University of Washington
- Everett Community College
- Bellevue College
- Cascadia College

### LABOR MARKET OPPORTUNITIES

The following chart portrays the labor market for this program, based on data available from the State of Washington.

OCCUPATION		DEMAND STATUS (WA)		JOB GROWTH (King & Snohomish Counties Combined)		
SOC	SOCTITLE	King County	Snohomish County	2018	2020	2022
33-1012	First-Line Supervisors of Police and Detectives	NOT IN DEMAND	BALANCED	1,072	1,115	1,152
33-3012	Correctional Officers and Jailers	BALANCED	NOT IN DEMAND	2,278	2,302	2,321
33-3051	Police and Sheriff Patrol Officers	NOT IN DEMAND	IN DEMAND	4,001	4,089	4,157
33-9032	Security Guards	IN DEMAND	IN DEMAND	10,349	10,878	11,362

The only SOC code linked with this program is 33-1012 First-line supervisors of police and detectives. Advisory Committee members noted that most, if not all, police and sheriff departments fill these positions through internal promotions.

Advisory Committee members and faculty note that less than 5 percent of graduates gain employment in law enforcement, and instead find employment opportunities with corrections, in private security, and elsewhere. For this reason, it may make sense to link this program with the additional SOC codes listed above.

All Advisory Committee members also stated that there is an extreme shortage of qualified candidates for law enforcement positions. In response they have lowered hiring requirements, are offering hiring and referral bonuses, and increasing their recruiting activities. They strongly dispute that Police and Sheriff patrol officers are not in demand in King County and have data to back it up.

For this reason, if the program remains linked with Police and Sheriff patrol officers Shoreline should consider petitioning the Seattle-King County Workforce



Development Council to remove the “not in demand” declaration for this occupation. This would make it easier for students to gain financial aid to participate in the program. This request will need to happen annually as these lists are automatically reset each year.