

IMPERIAL COMMUNITY COLLEGE DISTRICT
REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS
2016

PEACE OFFICER STANDARDS AND TRAINING (POST)

I. Program Description

The California Commission on Peace Officer Standards and Training (POST) has established training criteria that is used in the training and education of all law enforcement officers in the State of California. POST directs the training and presentation requirements based on the legislative language and each certification requirements. The student who completes the courses listed below will be eligible to take the course specific certification exams as outlined by the Commission on POST and if successful, to act at the level authorized by that specific certification level.

II. Career Opportunities

Peace Officer/Police Officer

III. Industry Certification/Accreditation

Certified/Approved by California Commission on Peace Officers Standards and Training as a POST Level III and Level II provider

IV. Industry Recognized Credentials (IRC)

POST Level III Reserve Officer
 POST Level II Reserve Officer

V. Labor Market Demand

The Peace Officer Standards and Training program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below:

A. Employment Trends

Occupation	TOP Code	SOC Code	2012	Average Job Openings per Year
Detectives and Criminal Investigators	2105.00	333021	930	31
Police and Sheriff's Patrol Officers	2105.00	333051	200	7
Total			1,130	38*

*State Employment Development
 Occupational Employment Projections 2012-2022
 Imperial County
<http://www.labormarketinfo.edd.ca.gov/CommColleges/>

B. Employment Trends Assessment

Locally there are two state prisons, two county jails, and multiple law enforcement agencies. The local Police Chiefs and County Sheriff annual consider multiple applicants from IVC POST program.

VI. Other Regional Programs

There are no other similar training programs in Imperial Valley.

VII. Employment and Completion

(Based on State Core Measures Report, 2012-2013, 2013-2014 & 2014-2015)

Core 2: Completions. Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2014-2015	Police Academy	150/195	76.92%	83.03%
2013-2014	Police Academy	129/163	79.14%	82.82%
2012-2013	Police Academy	118/137	86.13%	83.79%

PERKINS IV Program Performance Trend Report
Core Indicator Two – Total Completions – Certifications, Degrees and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 3: Persistence and Transfer. The percent of Career Technical Education student concentrators (students who have successfully completed a minimum of 12 units of related Career Technical Education coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2014-2015	Police Academy	280/354	79.10%	87.94%
2013-2014	Police Academy	296/356	83.15%	88.44%
2012-2013	Police Academy	274/303	90.43%	89.19%

PERKINS IV Program Performance Trend Report
Core Indicator Three – Persistence and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 4: Student Placement. The percent of Career Technical Education students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Fiscal Year Planning	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2014-2015	Police Academy	130/130	100%	68.82%
2013-2014	Police Academy	93/93	100%	76.45%
2012-2013	Police Academy	73/73	100%	77.26%

PERKINS IV Program Performance Trend Report
Core Indicator Four – Employment

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Pursuant to the FCMAT report, CTE programs are also being evaluated for student demand, certificate and program completion, local labor demand, and a facility utilization for CTE programs in the new CTE building.

VIII. Enrollment Trends

Course	Year	Sections	Avg. Class	Fill Rate
AJ141	2014-2015	2	21	73.21%
AJ141	2013-2014	5	33	121.17%
AJ141	2012-2013	2	30.5	122%

Course	Year	Sections	Avg. Class	Fill Rate
AJ160	2014-2015	2	37	104.29%
AJ160	2013-2014	2	30	85.71%
AJ160	2012-2013	2	39	111.43%

Course	Year	Sections	Avg. Class	Fill Rate
AJ162	2014-2015	2	28	100%
AJ162	2013-2014	2	23	84.91%
AJ162	2012-2013	2	24	80%

IX. Completions

The POST program does not offer a Community College degree or certificate. The certificate of completion that is important to this group is provided by the State P.O.S.T. office.

Level III is the lower level of preparation. Level II has less completers as the required competencies are more challenging and some Level III completing students choose not to seek the higher level.

The POST Coordinator is exploring options for “stackable” Community College certificates for the POST programs.

	2014-2015		2013-2014		2012-2013	
	Level III	Level II	Level III	Level II	Level III	Level II
POST Completers	58	54	59	40	68	38

X. FTES/FTEF Analysis

Year	FTES	FTEF	FTES/FTEF
2014-2015	75.69	3.84	19.71
2013-2014	79.06	4.08	19.38
2012-2013	81.46	3.6	22.63

POST courses require very strict faculty to student ratios due to safety and assessment of competencies.

XI. Facility Utilization Plan

The new CTE buildings have provided state of the art classrooms and a physical way to ensure public safety programs are adjacent to each other as well as more easily recognized.

The new CTE buildings have also facilitated the location of the POST programs within the same building as other public safety programs and more appropriate storage of required equipment/supplies. However, as the CSI and other public safety programs grow and the pending addition of a POST Level 1 with a secured location for a shooting simulator, there will be additional issues with the limited classroom space.

There are concerns with non-public safety and non-CTE events being held in 3200 with prior planning and arrangements with the public safety faculty to ensure equipment and supplies are secured safely.

XII. SWOT Analysis

<p>Strengths The support of the Law Enforcement and Correctional Agencies throughout the county is the #1 strength. Many of the part-time faculty are current or retired Peace or Correctional Officers, which strengthens the student experience.</p>	<p>Weaknesses Limited classroom space due to multiple public safety programs and the pending POST Level I with all of its requirements.</p>
<p>Opportunities The program is staffed by primarily with part-time faculty and 1 full-time faculty who is the program coordinator decreasing available teaching time. When a POST Level 1 is created, there must be additional FT faculty who will also help promote and advance this program.</p>	<p>Threats Identifying the student need/preference for the course offerings and correlating that to the availability of the part-time faculty is ever-challenging.</p>

XIII. Program Evaluation

The Peace Officer Standards and Training (POST) program has strong indicators across all evaluation components. Labor market demand is strong; State core measurements are at or above state levels; Fill rates are strong; graduation rates are also strong; and productivity is high.

XIV. Recommendation

The POST program is recommended to continue without further mitigation.