Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)

Department Name:	Basic Law Enforcement Training (BLET)

Section 1: Program Overview

Mission/Purpose:

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.

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Certificate	Basic Law Enforcement Training	C155120

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns 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 night time 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.

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.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Specify Degree Level) *(unduplicated)*		
Academic Year (Fall, Spring, Summer)	**Enrollment**	**3-Year Average**
2016-2017	32	35
2017-2018	31	33
2018-2019	33	32
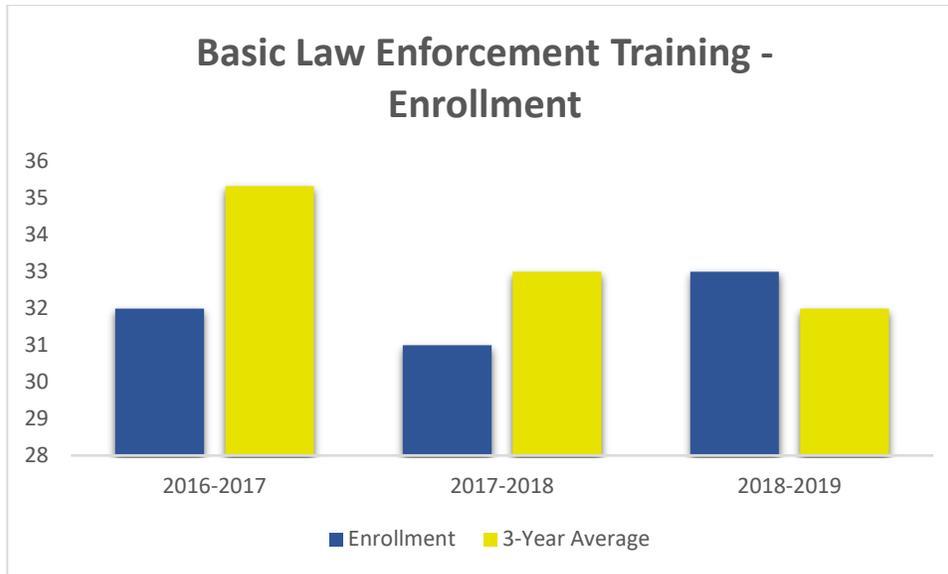
Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*
The program enrollment has been fairly consistent and stable over the past 3 years on an average. There was a very slight peak in the 2016-2017 year possibly attributed to economic factors making a positive impact upon the community first responders. However, in the years 2017-2018 and 2018-2019 the positive outlook with the economic factors attributed to the decline in the Spring classes which are offered during the evening time.

Analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

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Basic Law Enforcement Training - Budget Full-Time Equivalent							
Academic Year	General Education Courses	Program Courses	Other Courses	WBL Courses	Skills Laboratory	Corrections	Total
2016-2017	0.00	39.00	0.00	0.00	0.00	0.00	39.00
2017-2018	0.00	38.25	0.00	0.00	0.00	0.00	38.25
2018-2019	0.28	43.75	0.00	0.00	0.00	0.00	44.03
Total	**0.28**	**121.00**	**0.00**	**0.00**	**0.00**	**0.00**	**121.28**

The program budget full-time equivalent (FTE) has remained stable with a slight decline in the 2017-2018 academic year, however in 2018-2019 there was a slight increase. Based on the 3 year average the program FTE is fairly consistent.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
Basic Law Enforcement Training	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.

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, programs, and delivery methods?)*

The BLET Program is under constant review and a bi-annual revision by the North Carolina Justice Academy. The NCJA is responsible for the release and delivery of course materials to all accredited schools who offer the BLET program. The method of delivery for the course is traditional face-to-face, the NC Department of Justice will not allow any didactic or practical skill portion of the program to be placed in an online format for delivery of instruction.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	August 17, 2016	Follow-up on student assessments after participation in the Ride-Along Program. Students will engage in at least one (1) but preferably two (2) community service projects.

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	January 3, 2017	Instructors want the students to be more engaged in one on one contacts with others. Several suggestions were provided to allow the students to engage in conversations with others. Instructors are seeing that the students are having a difficult time engaging in a "true" conversation with others.
2017-2018	August 20, 2017	Follow-up with instructors to ensure that they have received the information about the annual General Instructor Update requirement as well as the testing requirement for all who are teaching in-service training classes. All firearms instructors will also be required to qualify prior to teaching firearms in-service training.
	January 3, 2018	Focus was upon improving the skill sets for recruits when being exposed to interviews. Secondly, disseminating the information that there were major revisions to the BLET lesson plans since July 2017.
2018-2019	August 28, 2018	Committee has planned a "911" Memorial Tribute and have the BLET, Fire Cadets, and EMS students participate. Event will be held on September 11, 2019.

Work with students on oral communication skills for professional interviews. |

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The BLET Program has relied upon the recommendations from the Law Enforcement Advisory Committee to ensure that the program is relevant to essential job duties and responsibilities of an inexperienced law enforcement officer. The BLET Program also relies upon the N.C. Department of Justice – Criminal Justice Standards Commission to provide guidance for the revised curriculum as well as any new equipment that may be required for the program.

Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

Based on the information obtained by EMSI, job trends for the law enforcement profession are continuing to increase. Additionally, within North Carolina there are approximately 1,698 new employees hired on a monthly basis from January 2016 – December 2018. Information obtained through EMSI states that there were approximately 2,956 position notice vacancies in 2017-2018. The job trend market for this profession is continuing to grow due to the increased needs by local law enforcement agencies.

Section 2: Faculty Profile

Have all the faculty credentials been verified? (*Verify required documents are in personnel files.*)
Yes ☒　　　　No ☐

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Beverly Deans	Full-Time	31	31
Angie S. Blizzard	Full-Time	15	15
Richard Blizzard	Part-Time	12	
John R. Anderson	Part-Time	5	
Lynn Douglas Bethea	Part-Time	8	
Jeffrey Beeken	Part-Time	6	
Willie L. Brinson	Part-Time	11	
Theresa Chiero	Part-Time	18	
Thomas Collins	Part-Time	10	
Christopher Crawford	Part-Time	10	
Eric Goins	Part-Time	6	
Jason Graham	Part-Time	21	
Rex Hatch	Part-Time	5	
Allen Jones	Part-Time	18	
Albert Jones	Part-Time	18	
Karen Keen-DeMello	Part-Time	28	
Richard Lewis	Part-Time	18	
Melissa Mitchell	Part-Time	3	
Jeremy Mozingo	Part-Time	5	
Tammy Mozingo	Part-Time	12	
Steve Mozingo	Part-Time	10	
Christopher Peedin	Part-Time	9	
Steven Powers	Part-Time	13	
Karl Rabun	Part-Time	13	
LeAnn Rabun	Part-Time	10	
Ronald Dean Roscoe	Part-Time	16	
Melvin W. Smith III	Part-Time	4	
Michael K. Smith	Part-Time	1	
Tyrone Sutton	Part-Time	10 months	
William Smith	Part-Time	8	
Michael Sweet	Part-Time	12	
Lee Szatkowski	Part-Time	29	
Jefforey Williams	Part-Time	24	
Karen Zwirblia	Part-Time	6	

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

Faculty is sufficient to support the program at this time. Faculty are strategically selected based on their current instructor level of certification, experience and education. All faculty credentials are verified on an annual basis due to accreditation standards and requirements.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Angie Blizzard	Full-Time	89		89			
Beverly Deans	Full-Time	60		60			

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Name	Full-Time/Part-Time	Contact	Credit	Contact	Credit	Contact	Credit
John R. Anderson	Part-Time	88		88			
Richard Blizzard	Part-Time	57		57			
Lynn Douglas Bethea	Part-Time	40		40			
Jeffrey Beeken	Part-Time	32		32			
Willie L. Brinson	Part-Time	48		48			
Theresa Chiero	Part-Time	36		36			
Thomas Collins	Part-Time	50		50			
Christopher Crawford	Part-Time	70		70			
Eric Goins	Part-Time	16		16			
Jason Graham	Part-Time	105		105			
Rex Hatch	Part-Time	40		40			
Allen Jones	Part-Time	57		57			
Albert Jones	Part-Time	36		36			
Karen Keen-DeMello	Part-Time	36		36			
Richard Lewis	Part-Time	36		36			
Melissa Mitchell	Part-Time	48		48			
Jeremy Mozingo	Part-Time	36		36			
Tammy Mozingo	Part-Time	46		46			
Steve Mozingo	Part-Time	32		32			
Christopher Peedin	Part-Time	59		59			
Steven Powers	Part-Time	54		54			
Karl Rabun	Part-Time	98		98			
LeAnn Rabun	Part-Time	160		160			
Ronald Dean Roscoe	Part-Time	40		40			
Tyrone Sutton	Part-Time	4		4			
Melvin Smith	Part-Time	64		64			
Michael K. Smith	Part-Time	42		42			
William Smith	Part-Time	24		24			
Michael Sweet	Part-Time	48		48			
Lee Szatkowski	Part-Time	72		72			
Robert Thaxton	Part-Time	16		16			
Jefforey Williams	Part-Time	32		32			
Karen Zwirblia	Part-Time	18		18			

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Angie Blizzard	Full-Time	89		89			
Beverly Deans	Full-Time	60		60			
John R. Anderson	Part-Time	88		88			
Richard Blizzard	Part-Time	57		57			
Lynn Douglas Bethea	Part-Time	40		40			
Jeffrey Beeken	Part-Time	32		32			
Willie L. Brinson	Part-Time	48		48			
Theresa Chiero	Part-Time	36		36			
Thomas Collins	Part-Time	50		50			

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Christopher Crawford	Part-Time	70		70			
Eric Goins	Part-Time	16		16			
Jason Graham	Part-Time	105		105			
Rex Hatch	Part-Time	40		40			
Allen Jones	Part-Time	57		57			
Albert Jones	Part-Time	36		36			
Karen Keen-DeMello	Part-Time	36		36			
Richard Lewis	Part-Time	36		36			
Melissa Mitchell	Part-Time	48		48			
Jeremy Mozingo	Part-Time	36		36			
Tammy Mozingo	Part-Time	46		46			
Steve Mozingo	Part-Time	32		32			
Christopher Peedin	Part-Time	59		59			
Steven Powers	Part-Time	54		54			
Karl Rabun	Part-Time	98		98			
LeAnn Rabun	Part-Time	160		160			
Ronald Dean Roscoe	Part-Time	40		40			
Tyrone Sutton	Part-Time	4		4			
Melvin Smith	Part-Time	64		64			
Michael K. Smith	Part-Time	42		42			
William Smith	Part-Time	24		24			
Michael Sweet	Part-Time	48		48			
Lee Szatkowski	Part-Time	72		72			
Robert Thaxton	Part-Time	16		16			
Jefforey Williams	Part-Time	32		32			
Karen Zwirblia	Part-Time	18		18			

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Angie Blizzard	Full-Time	89		89			
Beverly Deans	Full-Time	60		60			
John R. Anderson	Part-Time	88		88			
Richard Blizzard	Part-Time	57		57			
Lynn Douglas Bethea	Part-Time	40		40			
Jeffrey Beeken	Part-Time	32		32			
Willie L. Brinson	Part-Time	48		48			
Theresa Chiero	Part-Time	36		36			
Thomas Collins	Part-Time	50		50			
Christopher Crawford	Part-Time	70		70			
Eric Goins	Part-Time	16		16			
Jason Graham	Part-Time	105		105			
Rex Hatch	Part-Time	40		40			
Allen Jones	Part-Time	57		57			
Albert Jones	Part-Time	36		36			
Karen Keen-DeMello	Part-Time	36		36			

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Richard Lewis	Part-Time	36		36			
Melissa Mitchell	Part-Time	48		48			
Jeremy Mozingo	Part-Time	36		36			
Tammy Mozingo	Part-Time	46		46			
Steve Mozingo	Part-Time	32		32			
Christopher Peedin	Part-Time	59		59			
Steven Powers	Part-Time	54		54			
Karl Rabun	Part-Time	98		98			
LeAnn Rabun	Part-Time	160		160			
Ronald Dean Roscoe	Part-Time	40		40			
Tyrone Sutton	Part-Time	4		4			
Melvin Smith	Part-Time	64		64			
Michael K. Smith	Part-Time	42		42			
William Smith	Part-Time	24		24			
Michael Sweet	Part-Time	48		48			
Lee Szatkowski	Part-Time	72		72			
Robert Thaxton	Part-Time	16		16			
Jefforey Williams	Part-Time	32		32			
Karen Zwirblia	Part-Time	18		18			

***The BLET program is based upon clock hours, not contact hours.

Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)
Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.
Yes ☒   No ☐

Section 3: Student Demographics - *Parent program (highest level only) data is provided.*

Gender (Certificate - unduplicated) Academic Year – Fall, Spring, Summer							
Academic Year	**Female**		**Male**		**Total**		
	N	**%**	**N**	**%**	**N**	**%**	
2016-2017	3	9%	29	91%	32	100%	
2017-2018	4	13%	27	87%	31	100%	
2018-2019	9	27%	24	73%	33	100%	

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Basic Law Enforcement Training - Gender (Unduplicated)
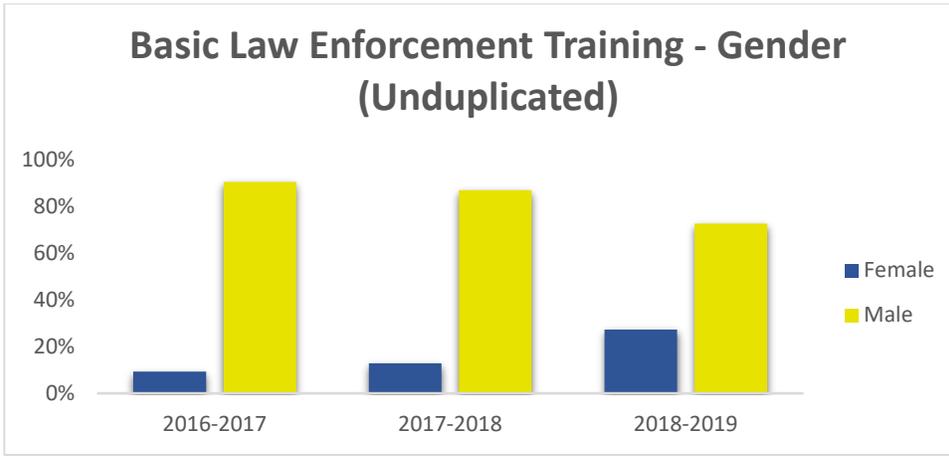
Ethnicity (Certificate – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	0	0%	1	3%	0	0%
Asian or Pacific Islander	0	0%	0	0%	1	3%
African American	5	16%	4	13%	7	21%
Hispanic	5	16%	4	13%	4	12%
Caucasian	22	69%	22	71%	20	61%
Other/Unknown/Multiple	0	0%	0	0%	1	3%
Total	32	100%	31	100%	33	100%

Basic Law Enforcement Training - Ethnicity (Unduplicated)
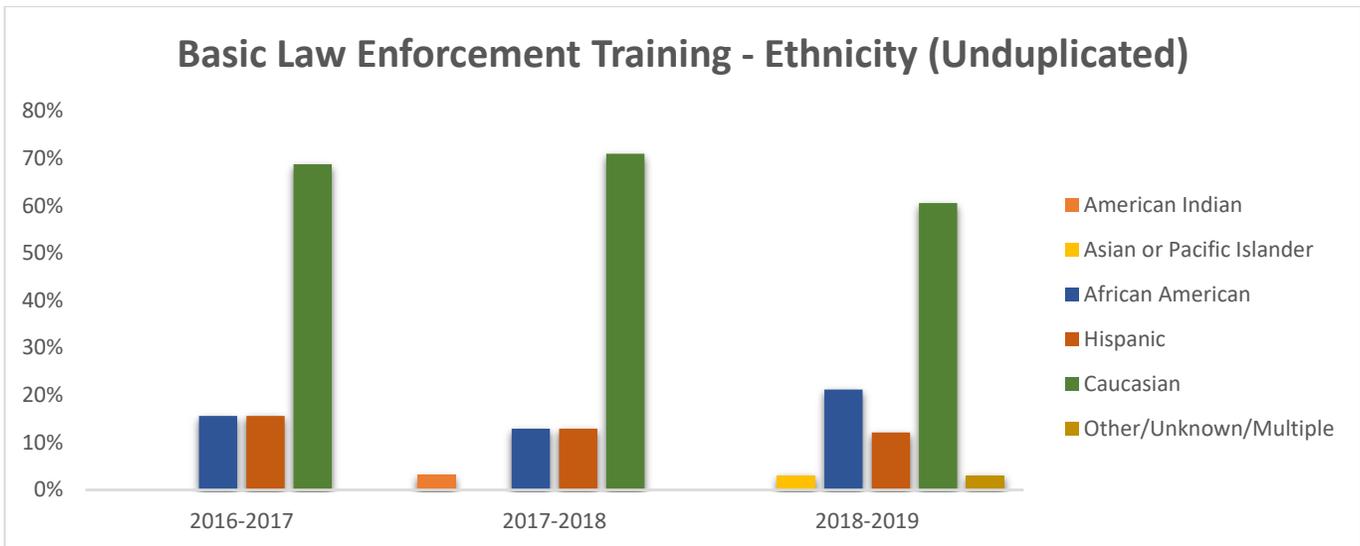
Age (Certificate – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	11	34%	19	61%	17	52%
25-34 years	14	44%	10	32%	13	39%
35-44 years	6	19%	1	3%	3	9%
45 and older	1	3%	1	3%	0	0%

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Total	32	100%	31	100%	33	100%

Basic Law Enforcement Training - Age Groups (Unduplicated)

Legend:
- 45 and older
- 35-44 years
- 25-34 years
- 18-24 years
- Under 18
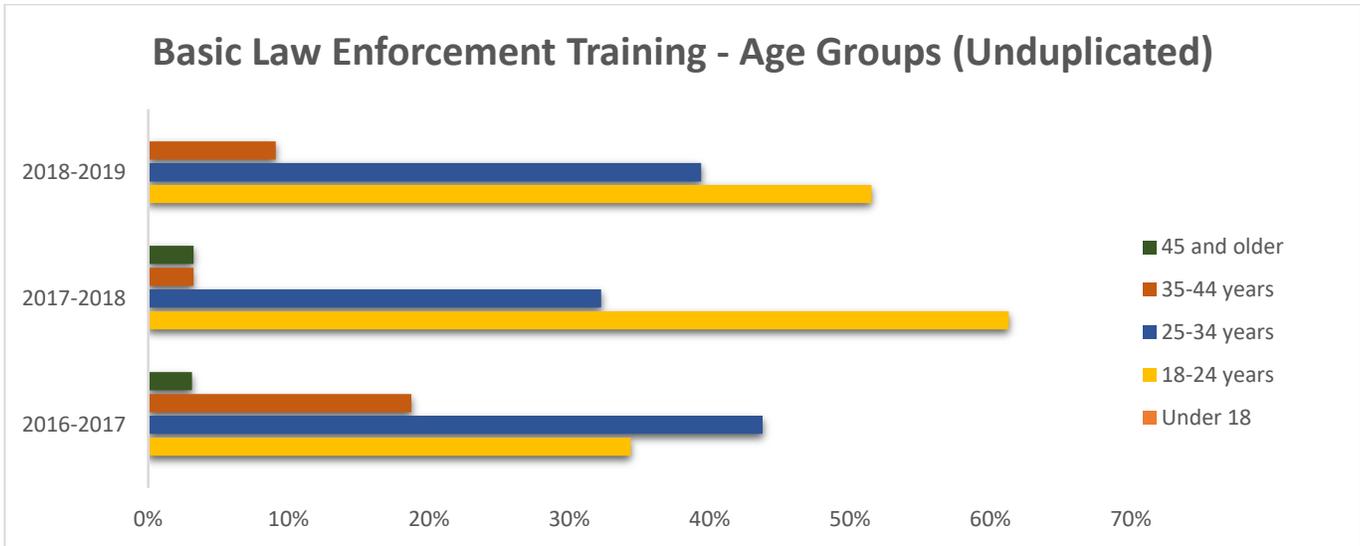
Provide narrative for analysis of student demographics. *(What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)*

The minimum age for entry into the BLET Program is 20 years of age mandated by the N.C. Department of Justice – Criminal Justice Standards Commission. Although the Caucasian ethnic group is about 60% of each class enrollment, increases in the African-American and Hispanic enrollment appears to be increasing based on the trends within our program. Recruitment efforts are targeted towards minorities and females, including African-Americans and the Hispanic population. Efforts have been made to partner with local agencies to recruit a more diverse population to meet the needs of our local agencies.

Section 4: Program Outcomes

Outcome #1: Completers *(unduplicated) (Degree level, highest level of attainment)*

Baseline: 21 # (*Average of total completers for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 24 #
Target: 26 #

Number of Completers *(unduplicated) – Graduation Year – Summer, Fall, Spring*				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017			20	20
2017-2018			23	23
2018-2019			20	20

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Basic Law Enforcement Training - Completers (Unduplicated)
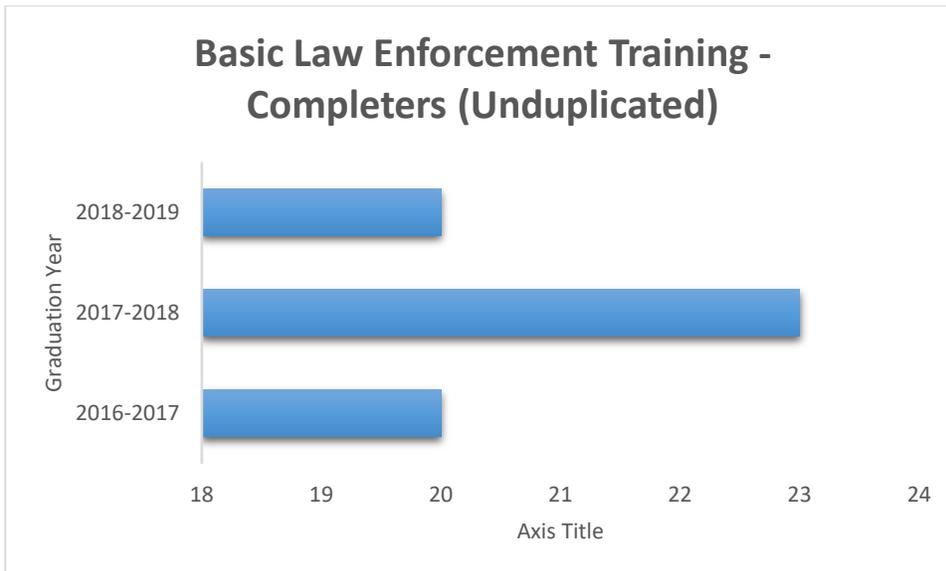
Provide narrative for analysis of completers*. How might you increase the number of completers in your program?*

Strategies and actions have been made to assist students in the completion of the program through getting students to develop partnerships with local agencies, engage in the ride-along program with local agencies, and have an instructor to student contact for guidance and advice on academics, career opportunities, etc. The BLET course, over the last five years, has consistently had no withdrawal fails or grades below C in the program due to student engagement and intrusive academic counseling.

Provide narrative for analysis of completer 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?)*

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19. The baseline was set on an average of completers for the last 3 years of 21 completes. However, we would like to see the standard set at 24 which would be 75% of the course enrollment and the target set at 26 which would be 80% of the students enrolled in the program. Based on the state data from the N.C. Department of Justice 75-80% completion is above average for BLET. The overall BLET program has a very high licensure passing rate. The licensure passing rate is consistently above 90% for the past four years and has shown a general increasing trend.

Over the past three years, the BLET program has had shown 100% of the graduated students have found employment. From this we can conclude that the BLET program is very effective in training students for future employment.

Identify Completer Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

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Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Implement mandatory written assignments to enhance study skills for individual block testing in an effort to increase retention, success, and program completion.	December 31, 2020	End of block test scores comparison from Spring Class to Fall Class.
2	N/A	N/A	N/A

Outcome #2: Retention

Baseline: 51% Fall Cohort (Program retention Fall 2016; cohorts are established each semester)
          62% Spring Cohort (Program retention Spring 2017; cohorts are established each semester)
Standard: 55% (Annually, Fall)
          65% (Annually, Spring)
Target: 65% (Annually, Fall)
          70% (Annually, Spring)

Cohort Semester	Program Enrollment Cohort	Program Completers	Program Non-Completers	Program Completion**
Fall 2016	18	6	11	33.3%
Spring 2017	15	11	2	73.3%
Fall 2017	16	10	4	62.5%
Spring 2018	17	10	6	58.8%
Fall 2018	16	9	5	56.3%
Spring 2019	19	10	9	52.6%
Fall 2019	12	9	3	75.0%

Basic Law Enforcement Training Program Completion**
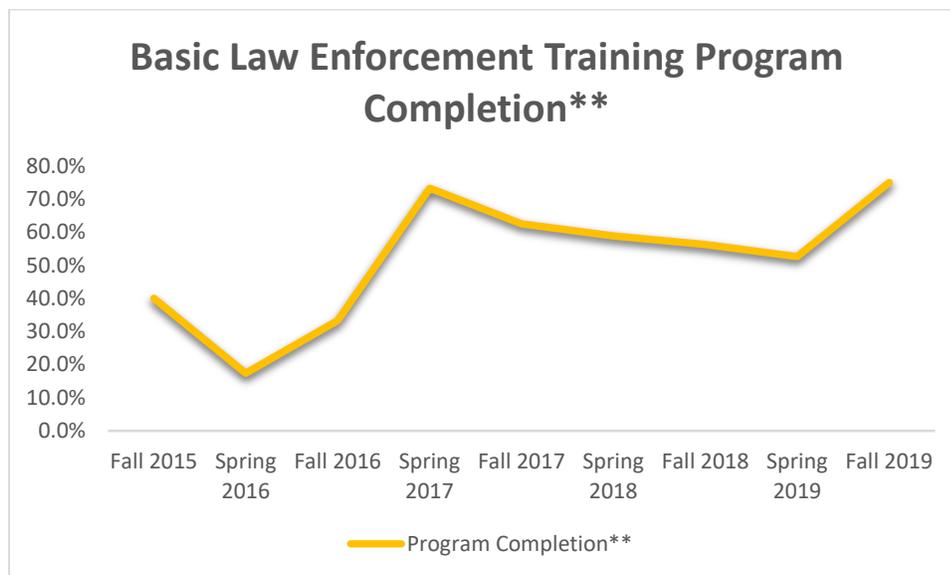
Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

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In Fall 2016, the program retention rate was @33.3% whereas in the Fall 2019, the program retention rate was @75%. Strategies were put into place for students to be exposed to problem based scenario training and critical thinking exercises to increase student competency. Instructor and student feedback has demonstrated that these strategies have had a positive impact upon program completion and retention. Additional strategies will be put into place to assist the student in preparing for individual block test and the State Certification Exam.

Provide narrative for analysis of program retention 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?*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention. The standard adopted was an average of the last three academic years and will be 55% for Fall to Fall retention. The target of 65% for program retention was also based on the average of the last three academic years with a 10% increase of the average.

Identify Retention Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Integrate multiple levels of training with other levels of public safety and community service projects for entry level law enforcement students to achieve a better understanding of the duties and responsibilities of all public safety sectors.	May 31, 2021	Feedback from students, instructors, local agencies, and public safety professionals.

Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: __20__ # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*
Standard: __21__ #
Target: __23__ #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	20	20	0
2017-2018	23	23	0
2018-2019	20	20	0

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?*

The BLET faculty and staff have ensured the student's access to potential employers, guidance on submitting applications for employment, publications for job vacancies are disseminated to all students to allow all students

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an equal opportunity to acquire employment upon completion of the program. Employers are allowed to meet with students and discuss employment opportunities on a scheduled basis.

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*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

The BLET program has a 100% placement for all successful completers within the program. Wayne Community College has developed a strong partnership with local and surrounding agencies allowing the students to have first-hand knowledge of employment opportunities. All successful completers have obtained employment within 12 months of completing the program. Data is retrieved from local agencies through tracking students and the employment database with the N.C. Department of Justice.

Identify Job Placement / Employment Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Continue to maintain strong partnerships with local agencies to secure employment opportunities for all students.	December 31, 2020	Compile data based on feedback from local agencies and students about employment opportunities.

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Law enforcement agencies growth is based on a current era of numerous retirements, change of career status, whereas agencies are also being allocated more specialized units requiring additional officers. Additionally, officers are leaving local agencies to acquire positions with state and federal law enforcement agencies.

Outcome #5: Licensure and Certification Passing Rates (if applicable)

Baseline: 90 % passing (*Average of last three years NCCCS Reports; 2017, 2018, and 2019*)
Standard: 93 %
Target: 96.5 %

Licensure / Certification Exam – BLET

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2017	2015-16	27	25	93%	
2018	2016-17	27	25	93%	
2019	2017-18	23	19	83%	1.11

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Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

The success rate should be no less than 93% with strategies put into place to increase the pass rate to achieve a 95-97% target rate for the overall program. Based on the 2017-2018 academic year, we did not meet our baseline due to unforeseen circumstances revolving around the state certification exam. The community college representatives contacted the NC Department of Justice (NCDOJ) in reference to the low pass rates and a tremendous increase in failure rate across the state community college system. Some revisions in grading were conducted, however the NC DOJ decided to revise the state certification exam after confirming certain areas of the state exam had not been properly validated.

Provide narrative for analysis of licensure and certification passing rates 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?*

New licensure/certification passing rate standard and target was set based on the three-year baseline data from 2017, 2018, and 2019 NCCCS Performance Measures for Student Success Reporting Years. The standard should be a 93% pass rate on a percentile basis and the target should be at least a 96.5% pass rate. However, the performance measures were re-established for BLET and other programs during this past year. We are currently looking at an index scale measure that has been established which is to be determined by the upcoming academic year in an effort to determine what the more accurate reflection of a reasonable standard and target goal should be set at.

Identify Licensure and Certification Passing Rates Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Implement a mandatory comprehensive review of the overall program prior to the state certification exam for all students.	December 31, 2020	State Certification Exam Results from the Frequency Distribution Report disseminated by the N.C. Department of Justice-Criminal Justice Standards Commission.

Outcome #6: Third-Party Credentials (if applicable)

Baseline: ____ # (*Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: ____ #
Target: ____ #

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested *(duplicated)*	# Passed
2016-2017			
2017-2018			

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2018-2019			

Provide narrative for analysis of third-party credentials. *(Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)*

There are no Third Party Credentials within this program.

Provide narrative for analysis of third-party credentials 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?*

Not applicable

Identify Third-Party Credentials Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Not applicable		
2			

Outcome #7: Program Success Rate (all delivery methods) (*Program Success Rate tab*)

Baseline: 68 % (*Average program success students for the last three years – 2016-17; 2017-18; 2018-19*)
Standard: 70 **%**
Target: 75 **%**

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	34	23	68%
2017-2018	31	23	74%
2018-2019	37	23	62%

Provide narrative for analysis of student success in program courses. *(Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

The BLET program is offered in a traditional setting based on the requirements by the N.C. Department of Justice – Criminal Justice Standards Commission that no part of didactic classroom or practical skills application of the BLET program shall be offered in an online platform or format.

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Provide narrative for analysis of student success in program courses 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?)*

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19. The standard was set 70% based on the marked average of the last three years for program success whereas the target was set at 75% with an increase of 5% from the standard set this academic year.

Identify Student Success in Program Courses Action Items
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Integrate multiple levels of training with other levels of public safety and community service projects for entry level law enforcement students to achieve a better understanding of the duties and responsibilities of all public safety sectors.	May 31, 2021	Feedback from students, instructors, local agencies, and public safety professionals.

Student Success
The BLET course, over the last three years, has consistently had no withdrawal fails or grades below C in the program due to student engagement and intrusive academic counseling.

The data shows the persistence rate is equal to the success rate in the program therefore we can conclude for all students that remain in the program are successful. Teaching and mentoring techniques employed by the BLET program instructors enable student learning and success.

Persistence rates are varied between traditional (average of 84.9%) and non-traditional course (average of 56.3%). The traditional course is a four month, day course offered in Fall semester. The nontraditional course is an eight month course, which includes evenings and Saturdays, and offered in the Spring through Summer semesters. A possible explanation for this discrepancy is the demographic of students taking the non-traditional course. The majority of these students are working adults with families. As such, these students have many non-academic responsibilities. The BLET program is completed in a short timeframe and is very intense. Time management, self-discipline, and efficient study skills are required for these students to be successful in the non-traditional course.

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

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Yes, the N.C. Department of Justice – Criminal Justice Standards Commission. Our program went through an accreditation site visit in January 2019 and received no recommendations. Our accreditation for three commission certification programs was renewed in February 2019 and will be up for renewal in 2024.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Student surveys, employer surveys, and advisory committee surveys have been utilized to assess the program and the recommendations that were economically and fiscally feasible have been implemented.

Identify Other Assessment(s) Action Items *(if applicable)*
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items *(Identify action items as a result of your program outcome assessment.)*	Target Date *(Identify your projected target date for completion of action items.)*	Assessment of Action Items *(State the method of assessment; how you plan to evaluate/assess the results of the action items.)*
1	Maintain accreditation standards to comply with the NC Department of Justice – Criminal Justice Training and Standards Education Commission.	Fall 2021	Student Feedback and any relevant data Frequency Distribution Report from NC Department of Justice.

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Majority of the classes and labs are taught at the main campus of WCC with the exception of firearms, and some practical application skills labs. These sessions are held off campus at the Wayne County Law Enforcement Firing Range, local fire department facilities to accommodate the needs for residential type facility set-ups in reference to domestic violence intervention training, criminal investigations, building searches, etc. from the Law Enforcement Advisory Committee, and Student Surveys within the BLET program indicates students and employers strongly agree or generally agree that additional physical resources are needed to meet learning needs in the area of practical skills concepts to allow for more opportunities for simulation practice. Results from the surveys and employer feedback also indicate that there is a strong need for adequate dedicated space for training cadets on defensive driving techniques, emergency response driving, and vehicle pursuits; techniques of traffic enforcement (vehicle stops); and encountering suspicious persons on common patrol techniques. A larger fitness center or gym is needed to accommodate the required Physical Assessment and Police Officer Physical Ability Testing in addition that could be utilized for multiple programs.

Provide narrative for academic / student support services. *(Are services adequate for your program?)*

Student services does provide adequate support services to the program and the students during the application process and while enrolled in the program.

Planning Objectives (2016-17; 2017-18; 2018-19 – 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

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Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2016-17	Purchase one (1) law enforcement vehicle through state surplus (approved)	A suitable vehicle that meets state standards for BLET has not been located for purchase. Objective will be resubmitted for 2017-2018.
2017-18	1) Purchase two (2) law enforcement vehicle through state surplus (approved) 2) Dedicated classroom lab space for Criminal Justice-Forensic Science Program (Hold)	1) Vehicles have been purchased and received. Law enforcement training students will benefit from the acquisition of these newer vehicles due to the dynamics of today's law enforcement training. 2) Hold, not approved.
2018-19	1) Purchase one (1) law enforcement vehicle through state surplus (approved) 2) Dedicated classroom lab space for Criminal Justice-Forensic Science Program (Hold)	1) Vehicle was purchased and received. Law enforcement training students will benefit from the acquisition of these newer vehicles due to the dynamics of today's law enforcement training. 2) Hold, not approved.

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

Analysis of the strengths of the program
Strengths identified based on results of student, employer and advisory committee surveys:

- Committed, dedicated, and professional staff both sworn and civilian
- Strong partnerships with the law enforcement community within Wayne County and surrounding counties including municipalities.
- Program staff strives for the highest professional public image to meet today's current best practices
- Established and proven training program for new officers, and law enforcement trainers
- New practical skills evaluation process for law enforcement recruits
- More thorough background investigations for officer candidates
- One of the highest officer trainee standards for a program in the state
- Strong leadership not only by formal leaders but informal leaders
- Young, ambitious, energetic law enforcement instructors eager to learn ways to improve officer tactics
- Highly skilled and trained law enforcement personnel used as trainers
- Strong communications of expectations
- High accountability, expectations with a consistent message of ideology and mission •
- Strong allegiance to the community and department
- Excellent working relationships with local and state law enforcement
- Future planning instead of just responding to critical needs through department input

Analysis of the weaknesses of the program
Weaknesses identified based on results of student, employer and advisory committee surveys:

- Training classrooms and facilities lacks adequate space to conduct specialized training which could also be utilized for the BLET program
- Inadequate training budget (most of the training budget buys ammunition for mandated firearms training)
- Difficulty in recruiting minorities, specifically females and Hispanics

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- Lack of training opportunities due to lack of time and staffing , i.e. the need for advanced training such as TASER, NIMS, Intoximeter, and Standardized Field Sobriety Testing training is prohibited based on the fact that there is not enough clock hours to adequately schedule this type of training for recruits.
- Lack of capital investment to improve operations (facility, technology, equipment). A strong need for a dedicated area for driver's training, performance skills practical exercises such as vehicle stops, building searches, indoor physical training such as a gymnasium.
- There is a need for more and better practical, scenario-based, realistic training in dealing with varying situations. Simulators would assist in enhancing the scenario-based training for recruits as well as veteran officers.
- Training must apply community and problem-oriented policing principles to current, diverse issues such as diversity training, problem-solving and communication skills, and practical applications of new technology.

Analysis of the opportunities of the program:
Opportunities identified based on results of student, employer and advisory committee surveys:

- Opportunities exist to increase the number of minority students, who represent 17% of the program enrollment.
- In order to help promote enrollment stronger and more interactive relationships will be developed with local employers and sought out organizations that value education and those that offer tuition reimbursement programs
- Equipment and training aids to be upgraded to meet current job skills.
- The program is limited to the core curriculum provided by the NCDOJ, however there are opportunities to build on the program to enhance student's community relations skills through critical thinking exercises and practical application/skills.

Section 6: Outcomes Follow-Up and Approvals

Outcomes follow-up to be addressed spring semester following review year (2020-21 and 2021-22).

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

Beverly A. Deans, Dean Public Safety
Angie S. Blizzard, BLET Coordinator

Approvals
- Using DocuSign (electronic signature), appropriate Division Dean is asked to review and approve the Review and Outcome Assessment.
- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review the Program/Service Review and Outcome Assessments when completed by the responsible program/service personnel. The Office of Institutional Effectiveness will forward the review documents to the appropriate administrator (VP/AVP) upon completion.
- Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to review and approve the Review and Outcome Assessments.

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Dean Acceptance / Date: _____Beverly Deans_____ 8/10/2020

IE Acceptance / Date: _____Dorothy Moore_____ 8/10/2020

8/10/2020
Administrator Approval / Date: _____Patty Pfeiffer_____