PROGRAM OVERVIEW

Program Title: Campus Police

Program Code: 6778 - PUBLIC SAFETY (SECURITY)

Review Type: Administrative

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The mission of the Campus Police Department is to ensure the safety and security of all persons and property on grounds operated by the Chaffey Community College District. Our program supports the mission of the college by providing safe and secure learning environments and facilities. We evaluate our effectiveness by keeping computerized statistics for all calls for service, analyzing crime statistics to find ways to reduce or prevent crime. By using our statistics to recognize areas where crime is occurring and placing staff at those locations, we strive to reduce incidents and crime from occurring on our campuses, therefore providing a safe and secure learning environment.

Review Team Response

The response adequately addresses the relationship between the campus police program and the Chaffey mission statement.

PROGRAM DATA
Enrollment

Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
### Success Rate by Day, Evening, Online, Arranged

#### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
results?
What program or course changes have been made based on the result of the assessed outcome?
Review Team Response
Discuss how your services help maintain a high level of student satisfaction.
Discuss how you evaluate your effectiveness in meeting students' needs.
How and when has your service reviewed or revised SLO?s and/or AUO?s.
How has your program utilized SLO/AUO assessment results for program improvement?
Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:
Review Team Response
Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
Our program supports the operation of the college by providing law enforcement services, parking enforcement and traffic control services, and emergency medical first responder service to the college district as a whole. Our support is well documented in our Records Management System that documents all calls for service, incident and crime reports, and other law enforcement related records. Our department often receives praise for our proactive, and highly visible patrol methods.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?
The Campus Police Department includes 10 fulltime staff members and 12 student police cadets. The staff represent police patrol, investigations, records, parking enforcement, parking administration, parking citation issuance, reserved parking arrangements, crime prevention, emergency preparedness, and safety escorts. Most staff members have attended training that is specific to their job responsibility. Campus Police officers attend at least 24 hours of Peace Officer Standards and Training (POST) required training annually. At the conclusion if each training module a proficiency exam must be successfully passed or the training must be immediately remediated. Members of our department are active members of the campus community by serving on a number of college committees including: health and safety, classified senate, marketing, GEM, commencement, college council, and threat assessment. Our program evaluates it effectiveness by it's success in providing a safe and secure learning environment. The Chief and Lieutenant review and approve daily activity, crime, and incident reports and patrol statistics. This daily review allows us to allocate resources to locations that show an increased level of activity.

**Review Team Response**
While the relationship between the program and student learning could be more explicit here, the review team considers the response sufficient for planning and evaluation purposes.

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

**STUDENT TEAM RESPONSE**

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:
Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Provide C-CERT Training to over 150 employees by 2015 in order to prepare the campus for any natural or man-made disaster or event.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Year 1 Steps to Success (activities) and VIP Assessment:
Advertise and market our C-CERT Course to managers and obtain an annual participation commitment from their supervisors. Offer condensed summer session for all employees. Assess by counting and reviewing the evaluations completed by employees who have taken the course.

Year 2 Steps to Success (activities) and VIP Assessment:
Increase participation by continued marketing and participation in a county-wide disaster exercise. Use feedback from survey given to all participants to evaluate strengths and weaknesses of program and make improvements.

Year Three Goal:
Develop and complete a campus security and technology assessment program and identify critical needs or resources including staffing and technology support.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Complete assessment and identify facilities or resources. Conduct a complete technological review of facilities and security and safety related technology. Complete assessment and identify and prioritize areas that need improvement.

Year 2 Steps to Success (activities) and VIP Assessment:
Implementation of prioritized list of needs including technology and staffing. Assess completion of plan. Prioritize critical recommendations in plan. Implementation of identified needs including staffing and technology.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence. The VIP goals are specific, as are the provided steps to success. The review team appreciates the first goal's intention of reaching out to the campus community at large and the second goal's emphasis on internal assessment and continuous improvement.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.
<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Facilitator on threat awareness/assessment training</td>
<td>Graduate of the Gavin DeBecker Threat Assessment Academy</td>
<td></td>
<td>Completed a transition from our older records management system to a new records management system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall Great California Shakeout Earthquake Drill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spring Active Shooter/Lockdown drill</td>
</tr>
<tr>
<td></td>
<td>Word, Powerpoint, and Excel workshop for employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classified Leadership Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RIMS Record Management System Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>San Bernardino County Sheriff'S Quarterly Advanced Officer Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Officer Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Discuss departmental engagement on campus in connection to student learning.
**Campus Threat Assessment Team**  
*Member*

**Campus Emergency Operations Center**  
*Director*

**Marketing**

**Classified Senate**

**College Council**

**Health and Safety Committee Chair**  
*Campus C-CERT Program Manager*

**Measure L Construction Management Team Member**

**Calendar Committee**

**GEM**

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**How does your program benefit from your campus engagement?**

Our staff takes a proactive approach and interacts with students, faculty, staff, and visitors to establish rapport and relationships. These relationships often yield valuable information that assist us in the identification of problems and perpetrators of crimes. The engagement is mutually beneficial to the above groups in that a personal or professional relationship make them more likely to report incidents and feel more secure.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

**Given the data how has your program been impacted?**

**Does your program anticipate retirements within the next 3 years?**

No staff member has indicated that they plan to retire in the next three years. However, three individuals would be eligible for retirement within three years.

**Review Team Response**

The information provided in this section is insightful and useful for planning and evaluation though the question relating SLOs to professional development is left blank.

**PROJECTED NEEDS**
Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

Our program is funded 50% by the General Fund and 50% by the Restricted parking fund.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:** 
N/A

**Hiring Criteria:**

**Year 2:** 
N/A

**Hiring Criteria:**

**Year 3:** 
N/A

**Hiring Criteria:**

**STAFF**

**Year 1**
2 Campus Police Officers, Range 23 CSEA Agreement

**Year 2**
2 Campus Police Officers, Range 23 CSEA Agreement

**Year 3**
Any additional Police Officers required to fill any vacant positions. Range 23 CSEA Agreement

**EQUIPMENT**

**Year 1**
Additional Police Patrol Unit and equipment to outfit 2 additional Police Officers.

**Year 2**
Additional Police Patrol Unit and equipment to outfit 2 additional Police Officers.

**Year 3**
Additional Police Patrol Unit(s) and equipment to replace aging or end of life equipment.
TECHNOLOGY

Year 1
Police Radios and laptop computers for 2 additional police officers.

Year 2
Police Radios and laptop computers for 2 additional police officers.

Year 3
Police Radios and laptop computers for aging or end of life equipment.

SOFTWARE

Year 1
Software Service Agreement for RIMS Records Management System.

Year 2
Software Service Agreement for Fire Alarm Management System.

Year 3

OTHER

Year 1
Larger Police Facility at Rancho Campus

Year 2
Larger Police Facility at Fontana Campus

Year 3
Larger Police Facility at Chino Campus

Review Team Response
The review team was unable to make a connection between the projected needs and the stated VIP goals. Prior to the revision period, an additional VIP goal which spoke to hiring and training four additional officers was included, but that goal is no longer present in the PSR. The team recognizes that there may be some connection between the requested officer positions and the "staffing needs" mentioned in one VIP, but the connection isn't entirely clear or explicit. In addition, the costs associated with the requested software service agreements are not listed. These costs are important for planning purposes.

Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
The review team commends the campus police department for the useful information provided in this report. It is clear from the PSR
that the department has a vision for continuing to build positive relationships within the campus community. Unfortunately, the
review team is hesitant to pass the document on to the next level without a stronger connection between the projected needs and
the VIP being established. In addition, the persons involved in distributing funds will likely need to know the specific costs associated
with equipment and software agreements before making any decisions about filling these needs.