**Program Efficacy Report  
Spring 2011**

**Name of Department**: Administration of Justice

**Efficacy Team: Paula Ferri-Milligan, Deanne Rabon**

**Overall Recommendation (include rationale): Continuation**

**Next Program Efficacy: 2013/2014**

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| The department demonstrates a real concern for the curriculum that it offers to its students, and it clearly addresses the need to keep up to date on that curriculum. The department shows its concern that the courses and the pattern of service meet the needs of the students and meet the expectation of the students’ future employers. Addressing, more in depth, the population that they serve and the way that population specifically reflects the college and the community may offer more insight. Also, looking closely at internal weaknesses, particularly at a time when resources are limited, would also provide insight into ways to continue to build and manage the program. |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback:**  Does not meet: The department states that “84% of the students are considered a minority population, and 61% are women; considered an underserved population in this employment field.” An analysis of the breakdown of the department and college’s population is missing. | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback:**  Meets: The department offers core classes online. A “correctional pathway (certificate) has been designed” to provide access to students who would not other wise be able to work in law enforcement. Courses are offered morning, afternoon, and evening. Late-start classes are also offered. | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback:**  Meets: The department states that “retention and success rates are still significantly above the college norm with the program WSCH per FTEF increasing every year.” Progress on department goals is stated at various places in the document: revision of courses for relevance and currency, online course offerings, etc. | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback:**  Meets: Department states a “100% SLO completion rate for…courses, certificate and degree.” The department assesses courses each time they are taught. | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback:**  Meets: The department provides its students with “legal, ethical and educational background…to successfully transition into a four-year academic program.” | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback:**  Meets: The department addresses growth in success and retention rates. It also addresses the degrees and certificates earned. | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback:**  Meets: All courses are up-to-date. CSU articulation is complete. UC articulation is in flux but is being addressed. | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback:**  Does not meet: The department addresses the Labor Market Report which estimates a job growth at 7.6% for the Inland Empire for police and sheriffs. However, there is no discussion as to program planning that will meet the needs of the area. | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback:**  Meets: Five core classes are now offered online. The department adjusts its scheduling of courses to meet the need of the students. Courses and SLOs developed at SBVC are being used statewide as models. | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback:**  Does not meet: The department addresses some factors that are not relevant to its evaluation—parking, construction, etc. It does address the “inability to track students” and the need to continue to address students who would not qualify for employment due to past “bad choices.” However, it does not provide planning to address tracking students, and it does not look closely at other areas that may need to be addressed—student population in terms of the college, adjunct faculty training, etc. | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback:**  Meets: The department maintains “smart” classrooms for all of its classes. It is in collaboration on a statewide grant with the California Association of Administration of Justice educators and the Governor’s Office of Public Safety in order to increase visability of the discipline. | | |