

INSTITUTIONAL PROGRAM REVIEW 2010-11
Program Efficacy Phase, Spring, 2011

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by **March 31, 2011**.
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy, Spring 2011

Complete and attach this cover sheet as the first page of your report.

Program Being Evaluated

Administration of Justice

Name of Department:

Administration of Justice

Name of Division

Criminal Justice

Name of Person Preparing this Report

Pat Buckley

Extension

8604

Name of Department Members Consulted

Dr. Gloria Fisher, John Massey, John Hernandez, Frank Vanella, Kristy Paine, Mike O'Connell, Chuck Wilhite, Ray Reynolds, Stu White

Name of Reviewers

Paula Ferri-Milligan; Deanne Rabon; Jim Hansen

Program Review Committee Representatives

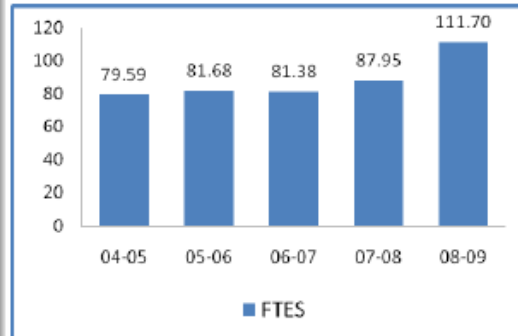
| Work Flow | Due Date | Date Submitted |
|---|----------|----------------|
| Date of initial meeting with department | | |
| Final draft sent to the dean | | 3/29/11 |
| Report submitted to Program Review Team | | 3/30/11 |
| Meeting with Review Team | | |

Staffing

List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|------------------|------------------|----------------------------|------------------------------------|
| Managers | 1 | | |
| Faculty | 1 | | 11 |
| Classified Staff | | | |
| Total | 2 | | 11 |

Administration of Justice



Description:

The AOJ Department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a 4-year academic program.

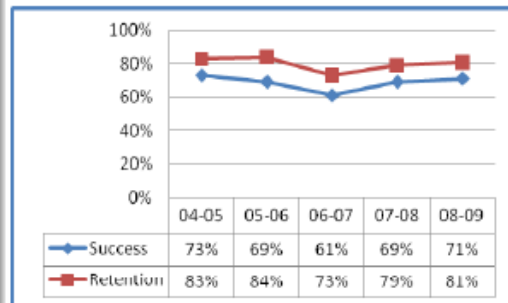
Assessment:

- AOJ has showing continuing program growth with a spike in 08-09.
- WSCH per FTEF is continuing to increase sharply.
- Number of sections has dramatically increased since 05-06; cuts in SP10 sections will impact future growth.
- Both success and retention rates are showing strong growth and above college averages.
- Degrees and certificates awarded increasing significantly each year.

| | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|-----------------------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 802 | 823 | 815 | 880 | 1,118 |
| FTEF | 5.00 | 5.20 | 6.00 | 6.40 | 6.20 |
| WSCH per FTEF | 478 | 471 | 407 | 412 | 541 |

Program Goals:

- Continue online growth and development of new online courses once budget cuts are restored.
- Continue to revise and amend courses for relevance and currency.
- Assimilate merged CHC- AOJ sections into program.
- Continue updating training for adjuncts as new technologies evolve and attempt to increase their voluntary participation in professional development.



Challenges and Opportunities:

- Develop strategies to increase success and retention rates.
- Continue a viable program in the face of significant budget cuts statewide; maintain program growth and/or recover sections cuts during budget mess.

| | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 |
|------------------------|-------|-------|-------|-------|-------|
| Sections | 25 | 26 | 30 | 32 | 31 |
| % of online enrollment | | | 12% | 25% | 29% |
| Degrees awarded | 0 | 21 | 22 | 23 | 30 |
| Certificates awarded | 25 | 19 | 15 | 16 | 21 |

Action Plan:

- Give students campus lists of resources for tutoring on reading/writing skills.
- Publish AOJ/CORRECTIONS information brochure in SP10.
- Hold at least one staff/advisory meeting yearly to discuss potential instructional problems and resultant solutions on SLOs and relevant industry needs.

Part I. Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographic Information

Administration of Justice 2007-11

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | blank | 104 | 1.5 | 1.5 | 1.5 |
| | F | 4125 | 61.0 | 61.0 | 62.6 |
| | M | 2528 | 37.4 | 37.4 | 100.0 |
| | Total | 6757 | 100.0 | 100.0 | |

EthnicityStu

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | blank | 771 | 11.4 | 11.4 | 11.4 |
| | A | 82 | 1.2 | 1.2 | 12.6 |
| | B | 1433 | 21.2 | 21.2 | 33.8 |
| | F | 22 | .3 | .3 | 34.2 |
| | H | 3266 | 48.3 | 48.3 | 82.5 |
| | N | 64 | .9 | .9 | 83.4 |
| | O | 30 | .4 | .4 | 83.9 |
| | P | 9 | .1 | .1 | 84.0 |
| | W | 900 | 13.3 | 13.3 | 97.3 |
| | X | 180 | 2.7 | 2.7 | 100.0 |
| | Total | 6757 | 100.0 | 100.0 | |

| Disability | Frequency | Dept. Percent | Campus Pct. |
|---------------|-----------|---------------|-------------|
| No disability | 6522 | 96.5% | 95.5% |
| Disabled | 236 | 3.5% | 4.5% |
| Total | 6757 | 100% | 100% |

| Average Age | N | Youngest | Oldest | Avg. Age Dept. | Avg. Age Campus |
|-------------|------|----------|--------|----------------|-----------------|
| | 6757 | 14 | 77 | 24.33 | 29.1 |

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Once again, the Administration of Justice department is a role model of diversity. 84% of the students are considered a minority population, and 61% are women; considered an underserved population in this employment field. The average department student is 5 years younger than the college population's average age and disabled students compile only 1% less than the campus average (another underserved population.)

The Administration of Justice department serves a significantly higher portion of minority and female students than the average campus population. With law enforcement-related agencies standing as the last bastion of the white male, our impressive numbers of underserved and minority students better reflect our local community and provide increased access for communities typically underrepresented in criminal justice system employment.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Upon my arrival beginning in FA06, there were no online courses nor was there a corrections program or pathway. All five of the Administration of Justice degree and certificate core classes are now online. This change has allowed increased access to an additional 30% of the traditionally underserved population. Because of the rigid and demanding requirements to become a California peace officer, above and beyond any educational standard, many of our segment will not qualify due to lifestyle and poor choices made earlier in life. A correctional pathway (certificate) has been designed, vetted and approved for those who may not qualify for law enforcement but could qualify for corrections, probation or parole and other law enforcement-related positions.

To provide increased access for students and to increase retention and success rates, critical courses are provided during normal business hours, the evening and the afternoon. Staggered late-start classes are providing access to students who may not have been able to register for classes because of the chronic over-demand resulting from 3 years of painful budget cuts.

Part II: Questions Related to Strategic Initiative: Student Success

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

Each school year since 2006, more of our program students are earning an Administration of Justice degree or certificate even though the program has been hit hard because of budget cuts the last four semesters. Our retention and success rates are still significantly above the college norm with the program WSCH per FTEF increasing every year.

Supplemental Data

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

In addition to the data provided by the State of California EDD, according to the 2010-2011 Occupational Outlook Handbook provided by the U.S. Bureau of Labor Statistics (www.bls.gov), the job opportunities in most local police and sheriff's departments will be favorable for qualified individuals and fast as average employment growth is expected. The report notes that population growth is the main source for police services.

Under *Job Prospects*, bilingual applicants with military experience or college training in police science will have the best opportunities in local and state departments. Once again, our program has heavy participation by former and current military students and a majority of our students in this area are bilingual.

Student Learning Outcomes

The screenshot shows the San Bernardino Valley College website. At the top left is the college logo and name. To the right are links for Home, Site Index, and a search bar. Below this is a banner for "Student Learning Outcomes (SLO)" with a background image of a building. A navigation menu includes Prospective Students, Current Students, Online College, Instructional Programs, and Student Services. The main content area is titled "San Bernardino Valley College - Student Learning Outcomes (SLO)" and shows a breadcrumb trail: Home » Criminal Justice » Administration of Justice. Below this is a "Previous Directory" link and a list of PDF files for various courses, including SLO - AA Degree.pdf, SLO - AJ Certificate.pdf, SLO - Adjus 101 Intro to Admin of Justice.pdf, SLO - Adjus 102 Principles & Procedures.pdf, SLO - Adjus 103 Concepts of Criminal Law.pdf, SLO - Adjus 104 Legal Aspects of Evidence.pdf, SLO - Adjus 105 Community Relations.pdf, SLO - Adjus 106 Principles of Investigation.pdf, SLO - Adjus 107 Concepts of Enforcement Services.pdf, and SLO - Adjus 108 Juvenile Procedures.pdf.

The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

100% SLO completion rate for the Administration of Justice courses, certificate and degree.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

Each course is assessed the semester it is taught. As such, this program has no "three year plan" for SLOs. I feel assessment every three years is too long a period to stop any potential problems with curriculum, instructors, or currency with content in a dynamic field associated with law enforcement related employment opportunities. Such frequent assessments have helped us identify any poor instructors (1) who have been replaced in the program with potentially more effective instructors. Since this is actually the end of the first "three year plan" for the college, only now will we be able to establish any data-driven changes. The first cycle was necessary to establish course SLO baselines, so we are already ahead of the learning curve.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

The Administration of Justice Department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a four-year academic program.

How does this purpose relate to the college mission?

As the following data suggests, not only does this program relate to and compliment the college mission: Access, Institutional Effectiveness and Student Success (to name only three) but it also embodies at least two of the three legislated purposes for the California Community College system: To provide a two-year degree that supports the rigorous academic foundation necessary to prepare students for transfer to a institution of higher learning and to provide career technical education best practices within the law enforcement-related industry.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

All areas of the Administration of Justice require that individuals possess the personal, physical and emotional qualities essential to be effective peace officers. Under California regulations, even after obtaining any education, each employing agency is required to provide extensive training for candidates to qualify and prepare them for public service and licensure. Therefore, the very unique standards of these critical fields prevent employment guarantees because much depends upon personal factors not relating to any educational or technical training function.

The provided EMP Summary data amply demonstrates that both success and retention rates are showing significant growth and are above college averages. Although the data only goes through the 08-09 school year, continuing growth is aptly demonstrated. For the 09-10 school year, the data isn't complete; however, in 2009 there were 26 Administration of Justice degrees conferred and 16 certificates earned, however, using the FA09-FA10 timeframe, there were 34 Administration of Justice certificates earned.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

| Criminal Justice | | | | |
|----------------------------------|--|---------------|----------------------------|-------------------------|
| Administration of Justice | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | ADJUS098 Administration of Justice Work Experience | Active | 02/08/2010 | 02/08/2016 |
| | ADJUS101 Introduction to Administration of Justice | Active | 05/14/2007 | 05/14/2013 |
| | ADJUS102 Principles and Procedures of the Justice System | Active | 05/14/2007 | 05/14/2013 |
| | ADJUS103 Concepts of Criminal Law | Active | 11/06/2007 | 11/06/2013 |
| | ADJUS104 Legal Aspects of Evidence | Active | 11/06/2007 | 11/06/2013 |
| | ADJUS105 Community Relations | Active | 11/23/2009 | 11/23/2015 |
| | ADJUS106 Principles of Investigation | Active | 11/23/2009 | 11/23/2015 |
| | ADJUS107 Concepts of Enforcement Services | Active | 11/23/2009 | 11/23/2015 |
| | ADJUS108 Juvenile Procedures | Active | 11/23/2009 | 11/23/2015 |
| | ADJUS101 Introduction to Administration of Justice | Pending | 05/14/2007 | 05/14/2013 |
| | ADJUS102 Principles and Procedures of the Justice System | Pending | 05/14/2007 | 05/14/2013 |
| | ADJUS103 Concepts of Criminal Law | Pending | 11/06/2007 | 11/06/2013 |
| | ADJUS104 Legal Aspects of Evidence | Pending | 11/06/2007 | 11/06/2013 |
| | ADJUS105 Community Relations | Pending | 11/23/2009 | 11/23/2015 |
| | ADJUS106 Principles of Investigation | Pending | 11/23/2009 | 11/23/2015 |
| | ADJUS107 Concepts of Enforcement Services | Pending | 11/23/2009 | 11/23/2015 |

| | | | |
|------------------------------|---------|------------|------------|
| ADJUS108 Juvenile Procedures | Pending | 11/23/2009 | 11/23/2015 |
|------------------------------|---------|------------|------------|

As part of a continuous cycle of excellence and inspection, all Administration of Justice courses are up to date, properly vetted, and are currently in the final content review process of the curriculum committee. Half of the courses will go for Board approval in April with the second half following in May. The information provided above is not accurate (as we were assigned content review this semester by the committee) and should be updated when the content review is completed in April, 2011. ADJUS98 (work experience) is not the responsibility of this department and is managed by a work experience coordinator/monitor for the college.

Articulation

| List Courses above 100 where articulation is not occurring | With CSU | With UC |
|---|----------|--|
| NONE | ALL | C-ID varies but only 2-3 are accepted by UC's for all CCCs; TMC driven |
| | | |
| | | |
| | | |

Describe your plan to articulate these classes.

The entire California Community College System is responding to Senate Bill 1440, signed into law in late 2010. SB1440 required a transfer module curriculum (TMC) be implemented this year, with an 18 unit specialty degree enhancement. The legislation was directed at the CSU system to force recognition of articulated statewide AA/AS degrees and prevent them from requiring students to take or repeat numerous additional lower division courses once they are accepted. Basically, they require the CSU to treat transfer students with AA/AS degrees as juniors upon arrival. Tragically, the UC system was specifically exempted from the immediate implementation of the bill and "requested" to participate if they so desire.

The supra-numbering course system, C-ID (Course-ID) has been designed to ease transfer to institutions of higher learning and recent matriculation acceptance may driven by UC financial incentive (why give articulation when you can charge them a premium at your institution?). As of now, there are only two or three courses articulated to the UC system by California Community College (CCC) Administration of Justice programs statewide.

I have been on the statewide academic senate's pathways committees for law enforcement, corrections, and public safety since their creation over three years ago. I have also been selected to the statewide academic senate's Criminal Justice Faculty Discipline Group (FDRG), which has vigorously vetted the proposed Criminal Justice TMC statewide between most of the stakeholders; CCC and CCC Administration of Justice educators, CSU and CCC articulation officers, and a sprinkling of UC

representatives. As of this writing, the finalized TMC for Criminal Justice is in the final draft format and published for re-vetting. As soon as the format is approved, a new TMC mandated statewide degree will be fast-tracked through the Chancellor's Office. The SBVC Administration of Justice program already contains most of the new TMC degree courses as part of our Administration of Justice degree, so implementation should not be a major concern with necessary adjustments on some general education recommendations/suggestions for students.

Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Administration of Justice begins on p. 41
http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

All information is current and all courses are offered in sufficient numbers to guarantee student access to every course in the Administration of Justice degree program within a yearly cycle. * All of this is dependent upon maintaining current budget funding levels, since the program (AOJ and Corrections) have sustained a 45% reduction in courses offered since 2009. Additionally, the region's SBVC Criminal Justice Division Advisory Committee meets at least once annually, with the Administration of Justice Department's Regional Advisory Committee meeting at least once annually. Each committee contains leaders from the various local law enforcement-related agencies: District Attorney, Sheriff's Department, Probation, CHP, California Department of Corrections and Rehabilitation, and various other city police department managers in the Inland Empire Area.

Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

The latest (2/22/2011) State of California, E.E.D. Labor Market Career Information Report for 2008-2018, lists estimated employment for police and sheriff's deputies at 6,410 needing 1540 additional replacements and estimates job growth at 7.6% for the Inland Empire Area. The report also places the Median Annual wage in 2010 already at \$75,132 for the Inland Empire. Statewide, the growth in this industry is between 0% in Solano County to 23.1% in Imperial County. The statewide estimated growth is 7.2% with 18,600 replacement officers needed. This tally only covers patrol officers/deputies and doesn't cover promotable positions like training officers, detectives, supervisors and managers.

Even with the slowly recovering economy, the statewide median annual salary of correctional officers and jailers in 2010 wages is \$67,902. The Inland Empire's area projected growth for 2008-2018 is

5.8%, with 5650 employed and 1,180 replacement openings needed. As the baby boomers retire, the need will depend upon the budgetary constraints, but replacements take over a year to hire and train. The need will not diminish. www.labormarketinfo.edd.ca.gov/

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

When I arrived in FA06, there were no online courses and no corrections pathway. To provide greater access for all segments of our population, especially those in non-traditional jobs that require shift work, all five of the core classes for the degree and certificate were vetted and made available online. These courses have high demand and fill very rapidly; sometimes within hours after registration opens. In response to course trend studies, each semester high-demand courses are repeated in the evening, and even one in the afternoon, to provide access to those who must work during the day or evening and cannot attend day classes. By constantly manipulating the course offerings, we can effectively increase access to those typically disenfranchised students who are not able to attend the Mon-Fri daytime brick and mortar classes. Many of the courses and the SLOs developed here are being used statewide as templates by the Chancellor's Statewide Academic Senate for the use of all other community colleges.

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

An inherent weakness in any program at SBVC is the decade-long construction that has portions of the college inhabitable or requires students to partake in a rat-designed maze to navigate from one class to another. Another acute problem is the lack of parking forcing students to cruise the parking lots and campus for up to an hour to find a parking spot. The staff parking is not enforced by the campus police, so that if faculty leave for any reason and have to return to teach an evening class, there is no parking available anywhere! Lack of parking and non-enforcement of staff parking has forced students to occupy staff parking spots and then risk the \$500 ticket for parking in a designated disabled parking place. Students are constantly late for classes, unless they arrive before 7:00 am and stay all day and evening.

Another inherent problem in any Administration of Justice or Corrections program is the inability to track students or determine their future success. In any law enforcement-related field, academic success and successful completion is not an indicator guaranteeing employment. It is easier to become a NASA astronaut than a California Peace Officer. Statewide, out of 1000 candidates who apply to become a peace officer, only 6% will successfully test, pass the 35 page background check, polygraph, Class-A medical exam (where many problems are discovered even unknown to the applicant), eye test including color blindness, physical agility/strength tests, prior drug use, 600 question psychological test (MMPI), interviews, a 26 week academy, then probation for up to a year. Any bad decisions made at an early age may automatically disqualify a candidate long before they decide on a career as a peace officer.

When I arrived in FA2006, there were several students languishing in the degree program. Some had been in the program for 2 years, in their last class for the degree, but couldn't get hired and nobody would tell them why. After a short confidential interview, it was obvious prior bad choices, prior/current drug use, and simply life circumstances were preventing them for employment as a peace officer. What a waste of time, expense and effort! I prepared a disclaimer in bold lettered red ink to be inserted into the college catalog and any schedule of classes or publication that states: "**ANY FELONY OR DOMESTIC VIOLENCE CONVICTION, OR ANY SIGNIFICANT PRIOR OR CURRENT DRUG USE WILL DISQUALIFY MOST PEOPLE SEEKING JOBS IN LAW ENFORCEMENT, CORRECTIONS, PROBATION/PAROLE, OR FORENSICS.**" All adjunct faculty were instructed to talk candidly (honestly) with all students about disqualifiers in law enforcement and assist any student with realistic expectations for their academic and employment future. It's the least we could do.

Since the campus is centered in an area where the socio-economic conditions represent those hit especially hard by the poor economy, attending classes may be only one of several daily decisions the students must make. Many are single mothers and conflicts arise when the kids are sick, the babysitter is sick, the job (or lack of one) requires other sacrifices. "Do I get more diapers" or "do I purchase a textbook" compete directly with college almost every day.

Another problem is the dilapidated classrooms we use in the "B" building. These still have old seat/desks rejected by a high school that are too small for many students. Additionally, the ceiling tiles sometime fall and there are no thermostatic controls on the first floor. The students either freeze or boil, depending upon how much the ambient temperature fluctuates. In late spring, students have to wear parkas because it's 100+ outside and about 45 degrees inside. The only way to adjust the temperature is to complain to maintenance after class and they must respond (when they can) and physically turn the thermostat up or down. If the next day is hotter/colder; you get the point. What good is a "Smart classroom" if one day the students boil and the next day you can hang meat in the room because it is so cold?

IV. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

We are the only provider of an Administration of Justice degree or certificate program in the San Bernardino Community College District. I have been working on a statewide grant with the California Association of Administration of Justice Educators (CAAJE) and the Governor's Office of Public Safety to increase visibility and link our program for internet access (<http://publicsafetyinfo.org>).

Our classrooms are all "smart" and provide instructors with the ability to teach using all modalities. Our students are a model of diversity and we have provided extended learning opportunities for underserved populations by providing all degree and certificate core courses online. I serve on the Academic Senate and the District Assembly to provide access and a platform for our program.