Program Efficacy
2012 – 2013

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

Program Being Evaluated

Corrections

Name of Division

Social Sciences, Human Development, and Physical Education

Name of Person Preparing this Report   **Extension**

Patrick Buckley	8604

Names of Department Members Consulted

Paul Koch, Susanne Pastuschek, John Massey

Name of Reviewers

Stacy Meyer and Joel Lamore

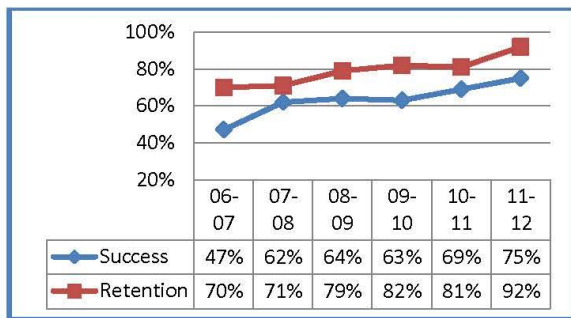| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		2/27/2013
Final draft sent to the dean & committee		3/15/2013
Report submitted to Program Review Team		3/15/2013
Meeting with Review Team		various
Report submitted to Program Review co-chair		3/15/2013

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	0	0	0
Faculty	0	0	5
Classified Staff	0	0	0
Total	0	0	5

Corrections – 2012

FTES chart: 06-07 = 8.30, 07-08 = 15.60, 08-09 = 25.60, 09-10 = 25.80, 10-11 = 31.3, 11-12 = 23.00

Description:
The Corrections Department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field.
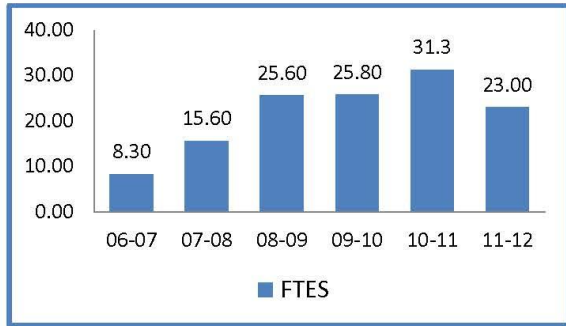
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	83	156	256	257	313	225
FTEF	0.60	1.20	1.60	1.40	1.60	1.20
WSCH per FTEF	415	390	480	553	587	575

Assessment
- Excellent growth until budget cuts in 11-12 cut sections
- Student success and retention shows steady growth above
- college norms.
- Actual certificates awarded is 11, not 6
- WSCH per FTEF above target number.
- FTEF shows program needs a full-time faculty.
- Percentage of online enrollment increasing despite cuts.
- Shows students pack courses when available.

Program Goals:
- Recover sections lost in budget cuts.
- Return to 4-6 sections a semester as finances improve.
- Add more online sections.
- Continue SLO assessments and make improvements if necessary.

	06-07	07-08	08-09	09-10	10-11	11-12
Success	47%	62%	64%	63%	69%	75%
Retention	70%	71%	79%	82%	81%	92%

Challenges and Opportunities:
- Budget cuts have reduced course offerings by 50%.
- Keep C-ID designation on introduction course.
- Continue to increase student success and retention.

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	3	6	8	8	8	6
% of online enrollment	0%	0%	0%	13%	0%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	0	1	2	2	6

Action Plan:
- Give students campus lists of resources for tutoring to help reading and writing skills improve.
- Update AOJ/Corrections color brochure.
- Continue SLO assessments each semester.
- Hold advisory meeting in SP13.
- Hold instructors accountable for SLO assessments.
- Try to hold on to program during cuts.

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.

Strategic Initiative	Institutional Expectations	
	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 <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Corrections	Demographics Fall 2009 – Fall 2012	Campus
1.6%	**Asian**	6.2%
30.5%	**African-American**	20.3%
54.5%	**Hispanic**	48.6%
1.1%	**Native American**	1.0%
0.5%	**Pacific Islander**	0.7%
9.9%	**White**	21.0%
1.8%	**Other/Unknown**	2.1%
60.9%	**Female**	54.6%
39.1%	**Male**	45.2%
4.2%	**Disability**	5.4%
Min: 18	**Age**	Min: 15
Max: 76		Max: 88
Avg: 26.92		Avg: 29.47

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?

The corrections program is a model of diversity. Females make up 60.9% of the program which is 6.3% above the college average. African-American students are 10.2% higher than the college population with participating Hispanic students 5.9% above the college average. 88.2% of the corrections program consists of students considered minorities and as underserved communities in the correctional field. Disabled students make up 4.2% of the program population and the average age of the students is 2.6 younger than the college population. The students mirror the socioeconomic realities of the college location and the lure of significantly higher starting salaries associated with this field attract students looking to improve their situation. Many of the students are single-mothers trying to provide a better future for themselves and their children. The program population reflects the college population and is not an issue of concern which the demographics objectively support.

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.

Courses are offered in the mornings, in the evenings and online. Online access was increased by 17%, however, with the budget cuts beginning in FA10-SP11, the AOJ and Corrections programs have been cut approximately 43% over the past 4 semesters. The fiscal realities have reduced corrections course offerings to only two sections a semester so student access has been reduced accordingly. For FA13, there are three sections creatively scheduled to help reduce any backlog of students in the certificate cycle. This still allows students to complete their certificate within two years if they can get into these popular courses. Scheduling has been done on a yearly basis since the inception of the certificate to provide a more consistent and effective scheduling pattern. I provide more available office hours for the students than is required by the MOA (7 compared to the required 5) to increase access for student concerns.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
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.

Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

The success rate has climbed from 47% in the 06-07 school year (my first year at SBVC), to a 75% success rate in the 11-12 school year. Student retention also demonstrates steady growth beginning with a 70% retention rate in the 06 -07 school year, continuing upward reaching a 92% retention rate in the 11-12 school year. The unique aspect of this program is that it has no budget, no full-time faculty, and does not receive any Perkins funding. According to the CCCCO's Spring 2012 statistics for the Corrections TOP Code (210510), the statewide retention and success rates are 87.9% and 70.8% respectively. Not only does this corrections program exceed the college average; it exceeds the statewide averages too. Certificates awarded has demonstrated continuing growth. Since the 2009 program review revealed incorrect statistical information or lack of statistical information from college sources, I began keeping a log of all corrections certificates earned, since I am required to sign each of them along with the College President and VPI. Since FA09/SP10, I have signed 12 corrections certificates; two more than reflected in the EMP Summary. Once again, the program demonstrates incremental growth in certificates earned, even as the sections offered were cut midway through the three-year evaluation cycle. As the students have now gone through the program's first three year cycle, I would expect more certificates each school year as classes are restored and students cycle through the program.

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.

According to the State of California, Employment Development Department's latest 2012 labor market report, the Occupational Projections of Employment for 2010 -2020 (also called "outlook" or "demand") for correctional officers and jailers shows a statewide estimated employment of 42,700 with a projected employment of 42,700; an increase of 600 (1.4%) with 820 annual average openings. More specifically in the Inland Empire Area, the estimated employment is 5,460 officer/jailers with a projected growth to 5,490 officer/jailers. Additionally, there will be 960 additional openings due to net replacement. Further growth in this area is assured with the new construction and opening of a large county correctional facility in Riverside County and another large county correctional facility being constructed/expanded in the Adelanto area of San Bernardino County. AB109 legislation reallocating thousands of state prisoners to county probation control and the legislative changes to the Penal Code which mandates no more prison sentences for those convicted of nonviolent-specific offenses, will require more local correctional officers/jailers. Employers will be looking for qualified candidates who have demonstrated a desire to continue their education. The full impact of the prison reallocation legislation will not be known for several years; however, it has already severely impacted county governments with the increased workload, inmate electronic monitoring and housing expenses of those released and unsupervised parolees who are already re-offending and being arrested.

In any correctional field, all job candidates, no matter how well they do at any college level, must still pass rigid hiring standards including; a background investigation, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and complete the agency's statewide-mandated training prior to full employment.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See Strategic Initiative 5.1

100% of all corrections courses have SLOs and are assessed each semester the course is taught. We have just completed the first official certificate three-year cycle. However by continually evaluating course SLOs each time the course is offered, the cycle is actually determined when all certificate courses have been assessed; which may be almost annually. Many of the courses have been assessed several times within the three-year cycle. Each school year, all involved faculty (who are all subject matter experts and many are still employed in their fields of expertise) meet and discuss SLO revisions, assessment revisions, and program concerns. Specifically, because courses are assessed each semester, trends or concerns are uncovered rather quickly. Such concerns in the assessments of one course discovered a poorly prepared instructor who presented stellar qualifications but did not effectively convey the course material to the students. The replacement instructor was much more effective and the student SLO assessment scores improved.

Additionally, the Introduction to Corrections course and SLOs have been revised as a result of being

vetted through C-ID for inclusion in the Administration of Justice A.S.-T for CSU transfer statewide.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See Strategic Initiative 5.1

As stated in the prior topic, all course SLOs are assessed each semester they are taught. The course SLOs and SLO assessments are developed and/or revised in faculty discussions or as required for C-ID certification and TMC inclusion if appropriate. The course SLOs are tied to the certificate core competencies; each course SLO is related to one of the certificate core competencies and reflect core attainment by students successfully meeting or exceeding the SLO standards developed by each department for each course. The first three year cycle has been completed and the corrections course SLOs have been assessed at the program level. The program assessment has not required any other additional changes to the SLOs at this point in time. In discussions with program faculty at the SP2013 meeting, one of the corrections' course catalog description may be changed and a new textbook used to better represent the content and SLOs in that particular course at content review in SP2014.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness – Rubric		
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.
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.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

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

What is the mission statement of the program?

"The Corrections Department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field."

How does this purpose relate to the college mission?

The certificate is designed for students considering a career as a correctional officer, youth correctional counselor, jailer, or those already employed seeking advancement in their career. The certificate is constructed to provide the students with a fundamental understanding of the correctional systems, the legal aspects of corrections, control and supervision, correctional interviewing and counseling, gangs and disruptive groups in corrections and finally, probation and parole concepts in corrections. The student demographics confirms the program's access and inclusion of a diverse community of learners. By providing a vocational pathway leading to higher-paying employment or advancement for those already employed in the field supported by this certificate, any student increases his/her chances of obtaining employment with this career technical training.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTES has grown from 8.3 in 2006-2007, to a high of 31.3 in 2010-2011. Budget cuts have forced a program shrinkage. It is demonstrated by 23 FTES in the 2011-2012 school year which is clearly consistent with the EMP Summary enrollment data. In the same time frame, the WSCH increased from 415 in 2006-2007 to a high of 587 in 2010-2011. The most recent WSCH is 575, fifty more than the campus ideal of 525. The FTEF varies from 1.20 to 1.60 each school year. Despite going through a period of significant financial downturn for the District and the resultant program cuts, the program is remarkably effective. Noting that the department chair, as the only full-time faculty in the two Administration of Justice and Corrections departments, spends a significant amount of non-instructional time doing scheduling, SLOs, SLO assessment, curriculum review, content review, program and degree review, and program and degree SLO assessment, despite having a FTEF of 1.6 and being WSCH 50 points above the campus ideal in just one of the two departments.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	CORREC101 Introduction to Corrections	Active	11/28/2011	11/28/2017
	CORREC102 Correctional Interviewing and Counseling	Active	05/16/2008	05/16/2014
	CORREC103 Gangs and Corrections	Active	05/16/2008	05/16/2014
	CORREC104 Control and Supervision in Corrections	Active	05/16/2008	05/16/2014
	CORREC105 Legal Aspects of Corrections	Active	05/16/2008	05/16/2014
	CORREC106 Probation and Parole	Active	05/16/2008	05/16/2014

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

100% current. CORREC101 has been updated to conform with the new AOJ TMC and C-ID course descriptors.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
NONE		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currently, there is no statewide C-ID certification or TMC for Corrections because corrections is normally part of a Criminal Justice degree major/minor at the CSU and UC level. There is only one corrections course included in the Criminal Justice/Administration of Justice TMC and only one corrections course in the entire C-ID system. However, all corrections courses can be used as electives towards an AOJ degree and certificate and all articulate to the CSU. There is potential to have CORREC103 articulate to one specific university but they require the course be altered to include street gangs in the course title and not dwell specifically on prison gangs and disruptive groups. The department faculty will decide if this is a course they wish to pursue considering there will not be any C-ID vetting approval.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

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

The college catalog is accurate and does not require any corrections.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning – Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Two competing trends have been identified. The first, backed by the CA EDD, shows continuing growth in correction/jailer employment for the next decade. The second trend has been the loss of enrollment due to cuts in section offerings because of budget cuts. The program is still being advertised using a color brochure and the sections being offered fill to capacity within a few days (or some fill within a few hours) of registration opening. Until the sections cut during budget cuts are restored, there is an oversupply of students wanting admission into the program courses. As sections are restored, more scheduling options will be made available to enhance student access. Introductory courses are feeders for the certificate or degree programs. Because of recent course section cuts, the schedule has been altered and won't allow having two intro courses each semester to make sure the other certificate courses are scheduled for the students already in the certificate cycle. I hate to beat a dead horse, but program planning has been reduced to balancing sections to make sure the certificate courses are covered in a reasonable cycle for the students.

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?

The program shows steady improvement in success and retention. With success at 75% and retention at an impressive 92%, the program's greatest strength is the quality of the faculty. To be able to present such complicated material with this kind of success is really remarkable. It shows the drive of the department head and the cooperative input and buy-in of the faculty can do wonders for student success. I am continually assessing whether there should be prerequisites or a course progression requirement to allow the later priority groups the ability to register for the classes. Because of the popularity of these courses, they fill quickly with the first priority group. It makes it significantly more difficult for continuing program students to enroll when the sections being offered have been reduced to their current level.

Challenges

Referencing the narratives in the EMP Summary and/or your data, 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?

The strengths of the program create some of its weaknesses. Cuts in section availability make it very difficult for continuing students to get into the courses. We are constantly reviewing SLOs and making sure the introductory course keeps the C-ID designation. Scheduling variances on a yearly assessment facilitates the re-introduction of cut sections as soon as the financial picture improves. The real challenge is competing with other deserving programs on campus that have also been cut during the budget crisis and will depend on the restoration of cut sections. My planning will ideally have one day course (morning or afternoon), one evening course, and one online course each semester to increase access and facilitate certificate attainment for the students.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		

	Program does not demonstrate that it incorporates 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 does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology has been incorporated by re-locating all corrections classes into North Hall. This provides smart classrooms that allow use of the most recent technological advances in media delivery. All corrections course have been vetted for online delivery and two have been delivered online. A third online course has been constructed and is scheduled to be taught online in SP14 providing no further cuts in section offerings.

Partnerships have been established on campus, locally and at the state level. Since 2008, I have served on the Academic Senate and served on the District Assembly until the 2012-2013 school year. I have been able to give a campus-wide voice for my two departments and I have served on various Academic Senate committees during my tenure there. I am currently on the curriculum committee which allows my departments to benefit by the things I learn each meeting and by reviewing other college courses being vetted through the committee. Since 2007, I have served on the California Academic Senate Statewide Career Pathways Committees on Law Enforcement and the Administration of Justice. These committees were structured for the main purpose of bridging high school ROPs with community colleges by developing templates of instruction outlines that can be used statewide. I have served on the San Bernardino County Gang and Drug Task force which includes various law enforcement agencies, District Attorney, probation and parole agencies, and other college instructors from various colleges. I am also a member of the California Association of Administration of Justice Educators (CAAJE) and have participated in numerous grants for the benefit of faculty and students. I sat on the District hiring committee that selected the last District Police Chief. I chaired the last District hiring and promotional committee for the District Police Sergeant position. I have participated in two hiring committees for District Police Officers.

I have served as a Criminal Justice/AOJ faculty discipline group evaluator for the C-ID vetting process for the past two or three years. C-ID is a supranumbering system developed to ease the transfer and articulation burdens in California's higher educational institutions as mandated by SB1440. For the past year, I have been the primary evaluator in the state for the Chancellor's Office C-ID Criminal Justice/AOJ faculty group. All community colleges send their Course Outlines of Record (COR) to C-ID to be vetted and approved for CSU transfer and/or TMC inclusion approval. All of the CCC AOJ courses come to me as the primary evaluator, and then I assign a reviewer from the CSU system and one from the CCC system. After they have each evaluated the course COR, it is returned to me for final approval, no approval, or for a conditional approval. A conditional approval means the CCC has one year to bring the COR up to C-ID standards. I am able to communicate on a continuing basis with the state's top experts in the field and in academia. The access to these quality educators at each level can only benefit the program and keeps me on the leading edge of new trends, industry needs and curriculum for our

students.

The Corrections Program has positively affected the campus climate. As the demographics demonstrate, this program is very popular with students and strives to provide access to a wide variety of learners. The popularity of the AOJ and Corrections Program is further demonstrated by how quickly classes fill. For example, when an additional late start class was offered for the SP12 session, it filled within 9 hours and another course was added. It also filled within a few days and each class had approximately 15 students on a waiting list for each course. During the first week of class, I get many comments from students that they were referred to the classes by other students who have taken the classes. Several physically handicapped students have taken the courses and done very well. I believe our program supports and encourages a positive campus climate by the high level of typically underserved and minority populations participating in the program.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

In 2009, the program was in the first year of a new certificate program pathway. Most of the "Does not Meet" sections concerned topics that could not be effectively evaluated or articulated in the inception period of a new program. This recent document addresses all those topics and should not any require further justification.