INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Instruction

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.

Two or three committee members will be 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 embedded in the form. 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.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

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 provide feedback 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
2012 – 2013

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

Program Being Evaluated

Police Science

Name of Division

Criminal Justice

Name of Person Preparing this Report   **Extension**

Jeffrey Klug	4431 or 8286

Names of Department Members Consulted

Name of Reviewers

Ed Millican and Sheri Lillard

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

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			160-180
Classified Staff	1		
Total	1	1	160-180

Criminal Justice - 2012
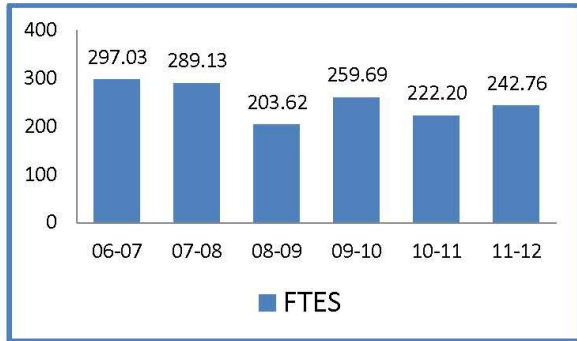
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,888	2,623	2,165	1,467	782	693
FTEF	16.41	16.01	14.28	11.47	9.35	9.60
WSCH per FTEF	543	542	428	679	713	759

	06-07	07-08	08-09	09-10	10-11	11-12
Success	95%	94%	93%	94%	64%	66%
Retention	98%	98%	97%	98%	92%	95%
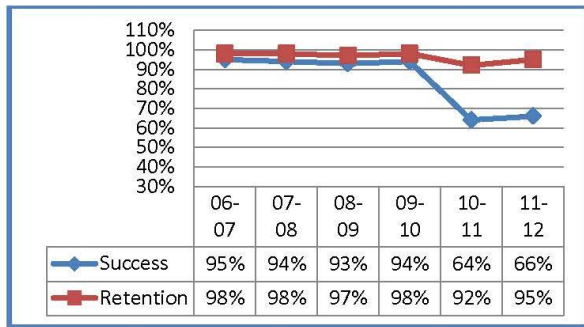
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	181	178	148	138	35	31
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	5	3	4	8	4	9

Description:

The Criminal Justice Department offers law enforcement courses designed for entry-level officers, reserve officers and dispatchers. Most all of the curriculum is certified by the Commission on Peace Officer Standards and Training.

Assessment

- Criminal Justice has maintained excellent performance and productivity for the reporting years shown in the tables to the left. Many of the courses offered by the department bridge semesters, therefore, summer must be included in order to produce accurate data.

Program Goals:

- Continue providing quality law enforcement training with a greater emphasises on ethics and character development.
- Finalize the update and content review process for the five basic academy courses.
- Provide more in-service training for academy on-site supervisors.

Challenges and Opportunities:

- Develop strategies to increase the readiness of academy applicants for the physical rigors of the training program.
- Continue offering four intensive-format, one extended-format, and two modular-format basic law enforcement academies annually to meet the demand for officers.

Action Plan:

- Start collecting hiring data on all graduates of all three academies.
- Develop a comprehensive marketing program for all three academy programs to increase the number of candidates entering the program.
- Increase the number of law enforcement agencies visiting our program to recruit police officers prior to graduation.
- Hold at least one annual advisory meeting to discuss changing the number a times a student can fail a test. dismissed.sses in the current report-writing learning domain of the academy

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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: Criminal Justice	Program: Police Science	Demographics Fall 2009 – Fall 2012	Campus
3.3%	4.2%	**Asian**	6.2%
13.6%	5.8%	**African-American**	20.3%
41.9%	34.0%	**Hispanic**	48.6%
1.7%	2.0%	**Native American**	1.0%
0.5%	1.6%	**Pacific Islander**	0.7%
35.0%	51.3%	**White**	21.0%
4.0%	1.0%	**Other/Unknown**	2.1%
52.4%	13.7%	**Female**	54.6%
47.6%	86.3%	**Male**	45.2%
2.8%	0.2%	**Disability**	5.4%
Min: 18	Min: 20	**Age**	Min: 15
Max: 73	Max: 71		Max: 88
Avg: 34	Avg: 32.30		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 program population does not reflect the college's population. The percentage of males in the program is significantly higher than the percent of males in the college population. Law enforcement continues to be a male dominated career. This statement is confirmed by the demographic information regarding females where there is more than a 40% difference in Police Science. In most ethnicity groups, there are great differences. There are three-fourths less African-Americans in Police Science and a little more than 50% less in Criminal Justice as there are in the college population, and there are more than twice as many Caucasians in Police Science and 14% more in Criminal Justice as there are in the college population. The differences in the populations are a major concern. Increasing the number of females, African-Americans, and Hispanics in the program has not been ignored. To attract more members of the underserved populations in the program, more female, African-American, and Hispanic instructors, facilitators, and tactical officers have been employed in the program. Recruiting and marketing materials include action photos that reflect gender and ethnicity of the underrepresented populations. Last spring a recruitment booth was set up targeting these specific groups which brought over 130 applicants for our program.

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.

Academy classes are offered 7 days a week, mornings, afternoons, and evenings. Over 2/3 of the classes expand the sites of instruction by holding sections of the classes at off-site locations. For example, students in the Basic Academy are escorted to the Museum of Tolerance, the San Bernardino County Morgue, San Bernardino County Superior Courts, the West Valley Detention Center, and Sheriff's Headquarters. Each semester there are classes offered that meet all day Saturday, 8:00 a.m. to 5:00 p.m. Additionally, some EVOC training is scheduled for Sundays to meet the needs of officers who work rotating shifts and are only available to take classes on weekends. The best example of how service provided by the department serves the community is the Extended Academy. The Academy format was designed to meet the needs of individuals who wish to pursue a career in law enforcement but need to continue working in some other occupation while receiving the training during hours off work. The Extended Academy provides an alternative to the 5 days a week intensive full-time Academy and meets two evenings a week from 5:30 p.m. to 10:30 p.m., and Saturdays from 8:00 a.m. to 5:00 p.m. for 52 weeks. Participation at Job Fairs and Career Day events has increased the number of applicants from underrepresented populations to the program. Academy staff that represents the diverse ethnic population the college serves will continue recruiting efforts.

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 <u>analysis</u> 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 student population drop reflected in the EMP Summary in 2008-2009 reflects that no agencies were hiring due to the fiscal crisis. Currently, the percentage of students that are sponsored in the Basic Academy is as high as 50%.

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.

Standards in the field are set by POST, Peace Officers Standards and Training. As the state's certifying agency under the direction of the Department of Justice, POST is prescriptive with its mandates for curricula content, delivery of training, training facilities, safety ratios, and security of its authored materials. The high standards of POST help to ensure individuals receiving a certificate in their name meet requirements for satisfactory knowledge and job performance. The California Labor Market Report provided by the California Employment and Development Department reveals a continuing demand for peace officers and related fields, currently over 73,000 and future projections of 78,000 positions. The POST website lists many agencies advertising law enforcement positions from chief to police to dispatchers.

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

In classes where SLO's have been assessed, CRMJUS-060, POLICE-002, POLICE-100, POLICE-101, POLICE-102, and POLICE-103; the results show that 100% of the students taking the test met the criteria. For the following courses, SLO's have been developed, CRMJUS-058, CRMJUS-059, CRMJUS-061; but they have not been recently assessed. The Interim Director, Jeffrey Klug, has contacted the training center requesting that the SLO's be tested for all future classes. CRMJUS-070 SLO's have been developed, but the questions have not been developed yet. Director Klug has contacted the Dispatch Supervisor, Sergeant Roy Mason, to meet and create the assessment questions for this course.

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

The program demonstrated that they have made progress on SLOs on programs that have been assessed. These programs have 100% of students that were assessed exceed the standard.

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?

It is the goal of this program is to provide an academic environment that stimulates the learning process and creates an atmosphere of structured discipline to provide our students with the necessary tools to succeed in a law enforcement career.

How does this purpose relate to the college mission?

By stimulating the learning process of our students, we develop the highest quality graduates to compete for the available law enforcement jobs.

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.

The program's actual productivity is not reflected in the data. There are no full-time faculty, and no adjunct faculty. The program operates pursuant to a contract with the San Bernardino County Sheriff's Department. Under the terms of the contract, the Sheriffs are responsible for certain expenses associated with the program including the cost of instruction. Since the college is not responsible for paying those who facilitate instruction, productivity cannot be meaningfully measured. The maximum number of FTES that can be generated under the terms of the contract is 200.

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.

Criminal Justice/Police Science				
	Course	**Status**	**Last Content Review**	**Next Review Date**
	POLICE002 Basic Law Enforcement Academy	Active	03/09/2010	03/09/2016
	CRMJUS009 Tactical Communication	Active	12/10/2007	12/10/2013
	CRMJUS015 Campus Security	Active	12/10/2007	12/10/2013
	CRMJUS016 School Police Officer	Active	12/18/2007	12/18/2013
	POLICE036 Survival Spanish for Law Enforcement	Active	11/15/2002	11/15/2008
	CRMJUS058 Penal Code 832	Active	04/15/2008	04/15/2014
	CRMJUS059 Reserve Level I Officer	Active	02/04/2013	02/04/2019
	CRMJUS060 Reserve Level II Officer	Active	04/15/2008	04/15/2014
	CRMJUS061 Reserve Level III	Active	04/15/2008	04/15/2014
	CRMJUS086 Introduction to Crime Scene Investigation	Active	11/15/2003	11/15/2009
	CRMJUS087 Intermediate Crime Scene Investigation	Active	11/15/2003	11/15/2009
	CRMJUS088 Advanced Crime Scene Investigation	Active	11/15/2003	11/15/2009
	CRMJUS089 Forensic Photography	Active	11/15/2003	11/15/2009
	CRMJUS090 Bloodstain Pattern Analysis	Active	11/15/2003	11/15/2009
	POLICE093 Racial Profiling	Active	11/15/2002	11/15/2008
	POLICE100 Criminal Law	Active	03/09/2010	03/09/2016
	POLICE101 Procedure and Evidence	Active	03/09/2010	03/09/2016
	POLICE102 Community Policing	Active	03/09/2010	03/09/2016
	POLICE103 Introduction to Criminal Investigation	Active	03/09/2010	03/09/2016

	CRMJUS012 Advanced Interview and Interrogation (Homicide/Crimes against	Pending	04/15/2001	04/15/2007
	POLICE093 Racial Profiling	Pending	11/15/2002	11/15/2008
	POLICE030 Performance Appraisals	Launched	09/14/2009	09/14/2015
	CRMJUS070 Basic Dispatcher's Course	Launched	03/11/2013	03/11/2019

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.

In July of 2012, we identified the programs we no longer offered and asked for them to be deleted in Curricunet, and we identified the two remaining classes that were out-of-date. Interim Director Klug has completed all of the updates, and they have been approved by the Curriculum committee and are awaiting Board approval. The remaining courses that we do no longer offer will be deleted before the fall semester.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
POLICE-100	YES	NO
POLICE-101	YES	NO
POLICE-102	YES	NO
POLICE-103	YES	NO

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

We have not developed a plan to transfer any of our courses to the UC system.

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 following courses are no longer being offered:

On October 18, 2012, we identified the classes that are no longer offered and submitted a request to the Curriculum Committee, Leticia Hector and Nicole Williams, that following courses be deleted.

CRMJUS-018, 020, 031, 036, 065, 066, 068, 069, 072X2, 075

POLICE-004X20, 005X20, 010, 020, 028, 029, 040, 041, 054, 058, 059, 064, 065, 069, 070, 075, 080, 082, 084, 086, 087, 092

The following courses are no longer being offered and will be deleted from the curriculum:

CRMJUS-009, 012, 015, 016, 086, 087, 088, 089, 090

POLICE-025, 030, 036, 050, 072, 073, 074, 078, 079, 088, 090, 091, 093, 095, 996, 997

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 <u>identifies and describes</u> 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?

Over the next three years, the demand for law enforcement officers is forecasted to increase. The State of

California Employment Development Department is projecting the demand for police officers is going to increase 7.1 percent over last year. Peace Officer Standards and Training (POST) listed over one hundred and thirty-five openings for entry level police officer positions. Since January 2013, six different agencies have contacted our police academy requesting on-site recruitment for their department. In the past three years most of these same departments have had hiring freezes due to budget shortfalls related to the poor economy.

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?

During the last year, the percent of students hired after graduating from the Extended Academy has increased from 20% to 38% over the prior year. This is a result of working with our local law enforcement partners including San Bernardino County Sheriff's Department, San Bernardino City Unified School District and San Manual Tribal Police. The second major accomplishment was recertification of the Extended Academy in February 2011 following a stringent routine audit conducted by POST. We are due for our next POST audit in 2014. The third major accomplishment is POST's recertification of the Sheriff's Academy in March of 2011. It is one of the highest rated academies in the state.

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?

Develop strategies to increase the readiness of academy applicants for the physical rigors of the training program and ability to read and write law enforcement reports and forms. Continue offering four intensive-format, one extended-format, and two modular-format basic law enforcement academies annually to meet the demand for officers.

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?

Since the completion of our new academy facility in NH-117, we have a state-of-the-art audio visual system which includes access to the internet so instructors can utilize academy approved videos from YouTube. In addition, the internet allows staff and instructors to access the Peace Officers Standards and Training (POST) learning portal which has over 100 law enforcement classes available. We have developed a strong partnership with San Bernardino Unified School District Police utilizing their staff, equipment, and patrol vehicles at no cost to the college. The partnership includes their department hiring a high number of our academy graduates.

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.

Relevance, Currency, and Articulation previously received "Does Not Meet." Our description of how our program has remedied these deficiencies can be found in Part III, Relevance and Currency, Articulation of Curriculum.