

**Program Efficacy Report
Spring 2013**

Name of Department: Police Science/Criminal Justice

Efficacy Team: David B. Smith, Sheri Lillard

Overall Recommendation (include rationale): Conditional

Police Science is providing the college and community with law-enforcement courses and hiring opportunities in three fields: entry-level officers, reserve officers, and dispatchers. Recent SLO assessments have 100% of students successfully meeting the established criteria. Hiring rates have nearly doubled just in the past year. This despite the reality that the program has no full-time faculty. However, there are several sections where the rubric for “Meets” simply wasn’t followed (e.g., productivity, planning).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population</i>	<i>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.</i>

Efficacy Team Analysis and Feedback: Meets

The program is notably off-kilter vis-à-vis campus demographics, both in the male-female breakdown and along ethnic lines. In Criminal Justice, female participation almost exactly matches campus numbers; however, there is a 40-point gap in the Police Science program. White participation is above-the-line in both programs (+14% and +30%), with Hispanic and African-American enrollment levels in Police Science trailing campus-wide numbers by 15 percentage points. Noting that law enforcement is traditionally a male-dominated field, the program nevertheless is targeting females and needed ethnic populations; e.g. hiring more high-profile instructors in the desired groups, adapting recruiting materials to appeal to a broader spectrum of students. A recent recruitment booth adopting above tactics yielded 130 applicants. Job fairs and Career Day events are helping ameliorate the situation.

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 warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets

The academy offers classes seven days a week – mornings, afternoons, evenings. They also offer full Saturdays along with EVOG training on Sundays to accommodate officers who work rotating shifts. Also offered are field classes and trips to nearby off-campus sites. The Extended Academy offers niche scheduling with two five-hour evening blocks plus full Saturdays.

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: Does Not Meet

There was a sharp drop in the population in 2008 due to the fiscal crisis – no agencies were hiring. There is a sharp drop-off in the program’s success rate beginning in 2009-2010 which does not appear to be addressed in this document except for the observation that the program operates under a contract with the San Bernardino County Sheriff’s Department; the College does not pay those who facilitate instruction; therefore, “productivity cannot be meaningfully measured.”. Nonetheless, it would seem advisable for the program to analyze sustained periods of lackluster productivity.

High field standards are set by Peace Officers Standards and Training (POST); students receiving certification meet requirements for job performance. The job outlook is bright, with 73K openings and future projections topping 78K positions.

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.

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Efficacy Team Analysis and Feedback: Does Not Meet

Some classes had SLO’s assessed; others have been developed but not yet assessed. The Interim Director has requested that the training center test SLO’s for all future classes, but the questions haven’t yet been developed.

There was no discussion of how SLO’s are utilized by those administering the program; again, this difficulty may stem from the fact that the entire program is contracted to the County Sheriff’s Department.

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 program is currently assisting the College in developing high-quality graduates to compete for well-paying jobs in our community. The mission links 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.

Efficacy Team Analysis and Feedback: Does Not Meet

Again, the document's stated position is that productivity cannot be meaningfully measured due to the unique nature of the program's outsourced nature. Who bears the cost of instruction does not serve as an acceptable response. The productivity data from the EMP and/or internal means of measuring and analyzing productivity should be performed.

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.

Efficacy Team Analysis and Feedback: Meets

The Interim Director has completed all updates, which have been approved by Curriculum Committee and now await Board approval. Remaining courses not currently being offered will be deleted before Fall '13 semester. The program's courses qualify for articulation/transfer to the CSU system but not UC; there are no plans to change the model. An explanation should be provided as to why transfer to UC is not planned.

Part IV: Planning

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.

Efficacy Team Analysis and Feedback: Does Not Meet

The statewide job forecast is positive with a 7.1% anticipated growth rate. Since January of 2013, six agencies have requested on-site recruitment for their departments. However, this document does not provide any particular program reaction to the trend, specifically, how their planning is impacted.

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

Three key strengths are: 1) a nearly 100% increase in hiring following student graduations from the Extended Academy; 2) recertification of the Academy in 2011 following a stringent POST audit; 3) recertification of the Police Academy – one of California's highest-rated – in 2011.

However, these notable accomplishments are not tied to planning.

Weaknesses/challenges	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
<p>Efficacy Team Analysis and Feedback: Does Not Meet</p> <p>The program is challenged by a lack of readiness on the part of applicants for the physical rigors of the training; also, many lack the reading/writing skills necessary to cope with law enforcement reports and forms. The program is committed to developing strategies to cope with the challenges, but lacks any specificity.</p>		
Part V: Technology, Partnerships & Campus Climate		
	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The program's new facility in NH 117 has state-of-the-art AV systems that access academy-approved training videos via YouTube. Also available are materials through POST's learning portal with more than 100 law enforcement classes. There is a strong partnership with San Bernardino Unified School District Police utilizing their staff, equipment, and patrol vehicles – all at no charge to the program. The partnership also yields a good number of hiring opportunities as our students graduate.</p>		

Part VI: Previous Does Not Meets Categories		
	<i>Program does not show that previous deficiencies have been adequately remedied.</i>	<i>Program describes how previous deficiencies have been adequately remedied.</i>
<p>Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Does Not Meet</p> <p>No specific of the past “DNM” ranking are provided or addressed in any detail.</p>		