

**INSTITUTIONAL PROGRAM REVIEW 2014 – 2015**  
**Program Efficacy Phase: Instruction**  
**DUE: April 13, 2015**

**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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

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. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** 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 work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

## Program Efficacy 2014 – 2015

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

### Program Being Evaluated

Administration of Justice
---------------------------

### Name of Division

Social Sciences, Humanities & P.E.
------------------------------------

### Name of Person Preparing this Report

### Extension

Pat Buckley
-------------

### Names of Department Members Consulted

John Massey, Kristy Paine, Frank Vanella, Michael O'Connell, Ken Green, Susan Pastuschek, Paul Koch
---

### Name of Reviewers

Christie Gabriel, Nori Sogomonian, Rochelle Fender
--

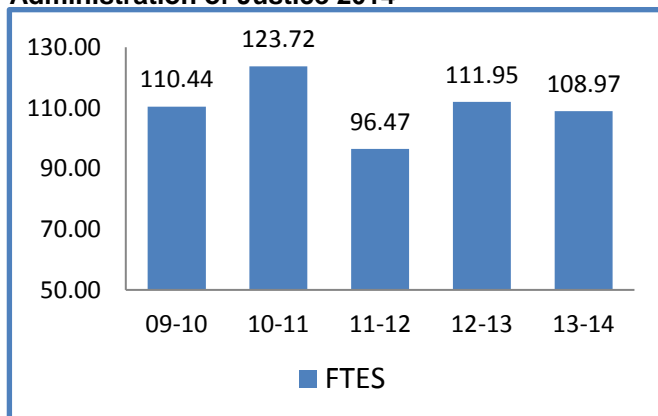
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	2/23/2015	
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

### Staffing

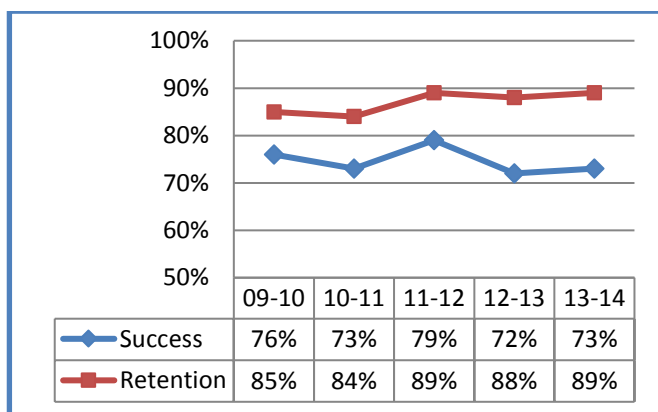
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty	0		6
Classified Staff			
<b>Total</b>			

## Administration of Justice 2014



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,102	1,235	934	1,095	1,081
FTEF	5.40	6.00	4.60	5.40	5.40
WSCH per FTEF	614	619	629	622	605



	09-10	10-11	11-12	12-13	13-14
Sections	32	30	23	27	27
% of online enrollment	19%	23%	17%	30%	30%
Degrees awarded	31	23	50	44	46
Certificates awarded	24	18	26	21	16

## 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:

Good enrollment growth since 06/07 (81.38 FTEF)  
 Program still recovering from severe budget cuts in 11/12  
 WSCH per FTEF significantly above college goals  
 FTEF demonstrates need for additional faculty  
 Student success and retention rates still high and show consistent year-to-year fluctuations  
 30% of total program available online  
 Two year average of degrees and certificates significantly higher than the 09 through 2011 period

## Department Goals:

Direct more students into more rigorous AS-T degree program which began FA13  
 Continue online course offerings as funding permits  
 Recover lost course sections and continue to fill courses  
 Revise and update courses for relevancy and currency  
 Identify and hire additional minority professors to increase program diversity

## Challenges & Opportunities:

Fighting to recover lost course sections budget cuts eliminated by 11/12 school year  
 Maintain academically rigid program while maintaining high success and retention rates  
 Continue course revisions to maintain C-ID designation  
 College funding has increased during the past two years, however, program has not recovered lost sections

**Action Plan:** Give students campus resource lists, especially for tutoring in reading comprehension and writing skills  
 Go over course and program SLO assessments with faculty each semester in department meeting making changes as necessary for instructional improvement  
 Continue course SLO assessment every semester  
 Hold an industry advisory meeting in SP14  
 Update and publish the AOJ/Corrections color brochure widely used on campus by students and counselors  
 Hire minority professor to increase diversity of instruction

## 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
<b>Part I: Access</b>		
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.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Admin Justice	Campus-wide
Asian	2.3%	5.2%
African-American	17.3%	14.2%
Hispanic	65.5%	59.2%
Native American	0.8%	0.3%
Pacific Islander	0.6%	0.4%
White	12.0%	16.8%
Unknown	1.5%	3.9%
Female	60.9%	54.8%
Male	39.1%	45.1%
Disability	5.7%	5.7%
Age Min:	18	14
Age Max:	62	84
Age Mean:	27	29

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?

Based on the most recent data, the Administration of Justice program is a model of diversity. Females make up 60.9% of the program which is 6.1% above the college average. African-American students are 3.1% higher than the college population with participating Hispanic students 6.3% above the college average. 92.2% of the AOJ program consists of students considered minorities and as underserved communities in the AOJ field. The side-by-side comparison of the AOJ population and the campus-wide population chart aptly demonstrates the diverse and underserved community's participation in the AOJ program. 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, afternoons, evenings and online. Online course offerings allow 30% of the course students' access to courses they may not have been able to take because of child-care or work-related issues. The AA and certificate in AOJ can now be achieved 100% online. All courses required to satisfy degree or certificate requirements are offered annually, with summer courses provided to address any potential student backlog in any course in the degree pattern. Scheduling has been done on an annual basis since my arrival to provide a more consistent and effective scheduling pattern. I provide more available office hours for the students than is required by the MOA to help address any concerns they may have.

### Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> 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 (SLOs)	<p>Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.</p>	<p>Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.</p>
----------------------------------	---	---

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")

The data shows that the AOJ program has two times the percentage of online courses compared to the campus (15% online). The retention of DE course students is higher than the campus percentage (84% to 91%). Additionally, the AOJ success is rate is higher than the campus average (60% to 69%). This shows how well the online students are doing in the AOJ program. The EMP also shows that the certificates earned have remained consistent in the last two years, compared to the low totals in 2009 through 2011. Student retention is still increasing from the low of 84% in 2011 to 89% in 2014. Student success is still at 73% and varies from 72% to an all-time high of 79% in 2012. I have added new adjuncts that are online proficient, more diverse ethnically and provide the department with new ideas, teaching pedagogy and current trends in the industry.

### 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 2015 labor market report, the Occupational Projections of Employment for 2012-2022 (also called "outlook" or "demand") for police and sheriff patrol officers shows a statewide estimated employment of 67,300 with a projected employment of 71,900; an increase of 4,600 (6.8%) with 2,570 average annual openings. More specifically in the Inland Empire Area, the estimated employment is 5,070 with a projected growth to 5,380 or 6.1% with 1590 additional openings due to net replacements. Further growth in this area is assured with the opening of two massive jails in San Bernardino and Riverside Counties. Education is highly valued in law enforcement and I can tell you from 31 years of empirical research in the field, as well as almost 20 years in supervisorial and management positions, that well-educated peace officers tend to make better decisions and are less problematic to supervise. Most Federal law enforcement agencies require a college education and many state or county departments require at least an A.A. degree.

Notwithstanding any of the above, ALL job candidates no matter how well they do at any college level must still pass rigid hiring standards including: a background investigation including credit management, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and completion of an agency's statewide-mandated training prior to full employment.

## Student Learning Outcomes

**Course SLOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. **(INSERT SLO COURSE GRID)**

	Administrative of Justice Certificate	Apply knowledge and skills required in securing and maintaining employment	Analyze the interrelations between the courts, law enforcement, and corrections	Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence	Demonstrate analysis of basic legal definitions of criminal law	Develop a world view that values why law enforcement is necessary in diverse populations and societies
ADJUS 101		X	X			
ADJUS 102		X	X	X	X	
ADJUS 103		X	X	X	X	
ADJUS 104		X	X	X		
ADJUS 105		X	X	X		X
ADJUS 106		X	X	X		
ADJUS 107		X	X			X
ADJUS 108		X	X		X	

See [Strategic Goal 2.11](#)

The SLOs are assessed every time a course is taught. We have been doing this since 2009. The advisory group and adjuncts meet at least yearly and usually each semester. The last meeting was just a month ago and we went over every course and the SLOs used to measure student success for each course. As a result, several SLOs were updated and changed to better reflect the needs of the law enforcement community, C-ID descriptors, and student success. Every semester we get better at insuring almost 100% of the students are assessed. When we began assessing SLOs, some courses had only about 75% student participation. The group recognized that we needed to focus on student participation in the assessment process and we have made noticeable progress in that regard. Student assessment scores are still high, approximately 90% score at standard or above. We are constantly tweaking the

instructor delivery and class offerings in an attempt to improve. We also constantly debate whether or not prerequisites are necessary in this difficult field of study.

**Instructional Program SLOs.** If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL INFORMATION)**

	Administrative of Justice Degree	Apply knowledge and skills required in securing and maintaining employment	Analyze the interrelations between the courts, law enforcement, and corrections	Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence	Demonstrate analysis of basic legal definitions of criminal law	Develop a world view that values why law enforcement is necessary in diverse populations and societies
ADJUS 101		X	X			
ADJUS 102		X	X	X	X	
ADJUS 103		X	X	X	X	
ADJUS 104		X	X	X		
ADJUS 105		X	X	X		X
ADJUS 106		X	X	X		
ADJUS 107		X	X			X
ADJUS 108		X	X		X	

See [Strategic Goal 2.11](#)

As stated in the above section, the SLOs are assessed every time a course is taught. We have been doing this since 2009. The advisory group and adjuncts meet at least yearly and usually each semester. The last meeting was just a month ago and we went over every course and the SLOs used to measure student success for each course. As a result, several SLOs were updated and changed to better reflect the needs of the law enforcement community, C-ID descriptors, and student success. Every semester we get better at insuring almost 100% of the students are assessed. When we began assessing SLOs, some courses had only about 75% student participation. The group recognized that we needed to focus on student participation in the assessment process and we have made noticeable progress in that regard. Student assessment scores are still high, approximately 90% score at standard or above. We are constantly tweaking the instructor delivery and class offerings in an attempt to improve. We also constantly debate whether or not prerequisites are necessary in this difficult field of study.

**Institutional SLOs/Core Competencies.** Complete the **Core Competency grid** below **(INSERT CORE COMPETENCY GRID)**. Describe how the Institutional SLOs/Core Competencies are being used to improve



student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

	San Bernardino Valley College	ADJUS 101	ADJUS 102	ADJUS 103	ADJUS 104	ADJUS 105	ADJUS 106	ADJUS 107	ADJUS 108						
	<b>Department: <u>Administration of Justice</u></b>  For each course, use an x to identify the core competencies that are given a major emphasis and are measured.														
Commun.	1.1 Read and retain information	x	x	x	x	x	x	x	x						
	1.2 Write clearly	x	x	x	x	x	x	x	x						
	1.3 Speak clearly	x	x	x	x	x	x	x	x						
	1.4 Employ vocabulary of the subject studied	x	x	x	x	x	x	x	x						
	1.5 Demonstrate active listening skills						x	x							
Info Comp	2.1 Find and interpret information					x	x	x	x						
	2.2 Evaluate authority and bias of information	x		x	x	x	x	x	x						
	2.3 Utilize technology to organize and present information				x		x								
	2.4 Demonstrate working knowledge of basic computer function														
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic			x	x										
	3.2 Locate, evaluate and select evidence to support or discredit an argument		x	x	x	x	x	x	x						
	3.3 Construct a persuasive argument	x	x												
	3.4 Apply learned knowledge to new situations	x		x		x	x	x	x						
	3.5 Apply principles of scientific reasoning to solve problems						x	x	x						
	3.6 Defend a logical hypothesis to explain observed phenomenon														
Ethics	4.1 Accept responsibility for own actions	x	x	x	x	x			x						
	4.2 Demonstrate respect for a diversity of ideas and the rights of others	x	x	x	x	x		x	x						
	4.3 Exhibit personal, professional and academic honesty	x	x	x	x	x	x	x	x						
	4.4 Display behavior consistent with ethical standards w/in a discipline				x	x	x	x	x						
	4.5 Apply lessons from the past to ethical issues faced in the present														
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas														

[illegible]

See [Strategic Goal 2.11](#)

As the department chair, I meet with the advisory group at least annually, many times every semester, to analyze SLO percentages. The grid provides discussion data that may result in instructor changes to better represent the course content covered (ie attorneys teaching legal aspects of evidence). Additionally, instructors discuss if exams are relevant to the SLOs assigned to each course and plan outside speakers and field trips to enhance the learning experience. For example, students in the Criminal Trials course must attend arraignments at the San Bernardino County Superior Court and provide answers to preassigned questions. Some courses tour jail facilities or the Coroner's Office. This constant assessment and content expert input provides me direction in determining what future adjuncts I will hire to bring the best content to the students. I believe this constant contact with faculty results in better absorption of the difficult content by the student with real-life experience that can only enhance their learning experience.

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

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

#### 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 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

How does this purpose relate to the college mission?

The AOJ program is designed for students considering a career as a police officer, deputy sheriff, federal agent, Border Patrol officer, CHP or any other peace officer, probation, parole officer, or any other law enforcement-related employment. The degree and certificate programs are constructed to provide the students with a fundamental understanding of the criminal justice system, principles and procedures of the justice system, criminal law, legal aspects of evidence, police-community relations, criminal investigations, patrol procedures, and juvenile justice. The AS-T degree is specifically designed for those students destined for moving to the university level for a four-year degree in Criminal Justice. The student demographics confirm the program's access and inclusion of a diverse community of learners. By also providing a vocational pathway leading to higher-paying employment or advancement for those already employed in the field, the certificate or degree increases a student's chances of obtaining employment with this career technical training. The program mission dovetails well

with the SBVC Mission.

### 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; FTEF and WSCH per FTEF) 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 is generally consistent, however it dropped from a five-year high in the 2010-2011 school year (123.72 FTEs), to 96.46 FTEs in the 2011-2012 session. Budget cuts have forced a program shrinkage that is demonstrated by the 96.46 FTEs in the 2011-2012 school years and clearly demonstrated in the EMP Summary enrollment data. In the same time frame, WSCH per FTEF varied from 605 to 629 in the 2011-2012 school years significantly above the campus ideal of 525 every year. The FTEF has varied from 4.60 in 2011-2012 to 6.0 in 2010-2011, with the norm being about 5.40 FTEF. 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 AOJ and Corrections departments, spends a significant amount of non-instructional time doing scheduling, SLOs and SLO assessment, and advisory committee meetings despite having a FTEF above 5.0 and WSCH significantly above the campus ideal in just one of the two departments run by the single full-time employee.

### 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.

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.

Content Review and curriculum is 100% current and conforms to the new C-ID course descriptors and TMC requirements.

Social Sciences, Human Development & Physical Education				
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	03/14/2011	03/14/2017
	ADJUS102 Principles and Procedures of the	Active	10/17/2011	10/17/2017

	Justice System			
	ADJUS103 Concepts of Criminal Law	Active	04/04/2011	04/04/2017
	ADJUS104 Legal Aspects of Evidence	Active	04/04/2011	04/04/2017
	ADJUS105 Community Relations	Active	10/17/2011	10/17/2017
	ADJUS106 Principles of Investigation	Active	03/14/2011	03/14/2017
	ADJUS107 Concepts of Enforcement Services	Active	03/14/2011	03/14/2017
	ADJUS108 Juvenile Procedures	Active	11/19/2012	11/19/2018

#### Articulation and Transfer

List Courses above 100 where articulation or transfer is <b><u>not</u></b> 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.

Courses, including CORREC101 from the Corrections program, are qualified under the newest C-ID certification. Correc 101 -106 are transferrable to the CSU and are electives for the AA and certificate in AOJ.

## 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?

All information is accurate except for the work experience portion of the degree still listed in some publications. There has never been a work experience course offered since my arrival in 2006. After discussion with the Curriculum committee chair, the work experience course will be deleted during the next content review cycle.

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
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?

The trends in this field are fairly constant. Employment is constant and directly related to the budget provided by the California Legislature. When the budget is bad, agencies can only replace employees that have left, terminated, or retired. When the budget is less austere, employees are needed but it takes about six months to recruit, hire and train a peace officer in California. Student demand in the AOJ program has historically been high and remains so. Program planning is focused on quality and keeping abreast of constant changes in the law (over 600-900 law changes each year in California alone). Additionally, the introductory courses are constantly updated and as feeder courses, require flexible planning to provide the most access for the students. This school year, for example, the introduction course is taught in the mornings, afternoons and evenings. Every other semester an introductory course is taught online to provide access to those who may not be able to attend a traditional classroom setting. The only constant in law enforcement is change, so the

department head has become involved on the local and state level to ensure that we are on the leading edge of the wave of changes that happen constantly and not be washed over by the wave left wondering what just happened. Planning includes telling the students about the pros and cons of attending the SBVC POST accredited extended police academy by having the academy director come into the classroom and inform the students as to his program. This provides the student with another pathway into law enforcement and does not detract from their academic pursuits if they are so inclined.

### **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 strength of this program is student interest and the ability to provide them with the most recent relevant information. Additionally, the students have access to faculty that are respected experts in their fields with several still working in law enforcement or as attorneys. As mentioned previously, the department chair is intimately involved at the local and state levels determining the AOJ curriculum being taught throughout California. This requires extensive planning and is time consuming. Additionally, the adjunct faculty is instructed to provide accurate information as to the employment realities and not distort reality to keep students in a program that they cannot succeed in. Since 94% of all peace officer applicants are disqualified prior to attending a police academy, students MUST be aware of the realities of qualifying and the disqualifiers. I changed the college and program catalog description to provide, in bold red letters, a disclaimer articulating the reasons most applicants are disqualified even before the courses are described in the major. Our program cares for the dignity of every student not just those who will later qualify in a law enforcement field.

### **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 challenges are brought on by the strengths. This major is popular and Criminal Justice has been declared an "impacted field" by many CSUs in the state because of the student interest. This campus determination means the CSUs can add additional requirements in violation of SB1440 intent. At one time in the very recent past, some CSU campuses required a college GPA of 3.27 to transfer into their program even with the A.S.-T degree. Last semester, the local CSU required a 3.0 GPA with the transfer degree to transfer as a junior. Many of our students are not prepared and are shocked when they cannot transfer because of the CSU using their college GPA as a moving target.

While we cannot impact their overall GPA, we provide them with this type of important information in the introduction course and in all courses. The advisory group discusses these important issues at scheduled meetings and we plan how to distribute the intro courses. I designed and published a college brochure completely describing the AOJ degree and certificate program that is distributed to any student and posted on campus boards. The brochures have been given to the campus counselors to assist them as they plan with the students. In the advisory group, we constantly debate the need for prerequisites in the more advanced courses like Criminal Law to

force students into the introductory courses first. The schedule is done on a school year basis, but planning and faculty discussion goes on every semester.

Another big challenge for the program is brought on by one of its strengths; high popularity. Because the courses fill so quickly, the classes are almost full of priority I students who have little chance of gainful employment in law enforcement-related fields. In many semesters, continuing students with AOJ as their declared major cannot get into the required courses because they are already full of priority I students. The same thing goes for high school graduates who are beginning their college career and plan to continue on to higher education but cannot get into the courses. I am constantly planning course access and having discussions with my peers regarding prerequisites or program mapping of courses. As an example; in some of my classes, I have a visually and physically disabled 70 year old, three-strike convicted felon taking classes. He requires significant accommodation and can never be employed in any AOJ-related field because of his life choices (a thrice convicted felon) and physical disabilities. He gets first shot at any course on campus and takes a seat from a student who is sincere and desires employment in a law enforcement field. Because there are no prerequisites, many of the other students, taking up seats, are priority I students just using the courses for 3 more units necessary for maximum financial aid (by their own admission). Many of these students must repeat the course, so they again take a seat away once again. So, to counter a system initiated by the system, planning may include having to restrict access by developing a rigid program pathway or requiring prerequisites that will allow continuing major students and the new high school graduates who are orientated towards higher education an opportunity to actually sign up for the classes during registration. This is planning that causes me many restless nights because I can argue both sides of this important issue: Do I limit access to assure success? My ability to get new sections (which would be the easy and obvious answer) is restricted by budget restraints and other faculty competition for available sections. This constant planning continues in faculty meetings and industry advisory groups and course selection and content are modified to better fits the needs of the students and industry.

## 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		



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

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 relocating all AOJ courses into North Hall or the new business building. This provides smart classrooms that allow use of the most recent technological advances in media delivery. The instructor can choose from whiteboard, PowerPoint, media or even go online for classroom presentation. All AOJ courses have been properly vetted for online delivery and 30% of all courses are delivered online.

Partnerships have been established on campus, locally and at the state level. Since 2008, I have served many years on the Academic Senate, District Assembly, and I have been on the Curriculum Committee for the last three years. 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 here. I have served on the California Academic Senate Statewide Career Pathways Committees on Law Enforcement and the Administration of Justice. These committees are structured for the main purpose of bridging high school ROPs with community colleges by developing templates of instruction outlines that are used statewide. Because of our need to be content-responsive for CSU approval in the transfer degree, we have had problems, statewide, to develop pathways acceptable to both entities. For example, the ROPs require their instructors teach the content. The CSU department heads will not approve content not taught by college professors. We are still in discussion; however, we must yield to the CSU to assure articulation of our college courses. This is a problem statewide in our course of instruction but talks and planning continue to try and find a suitable pathway that will satisfy all stakeholders. I have served on the San Bernardino County Gang and Drug Taskforce which includes various law enforcement agencies, district Attorney, probation and parole agencies and other college instructors from various colleges. This contact with the heads of local law enforcement agencies provides me with critical information on what the agencies need/want in hiring new cadets. This directly aids in the information provided to students that is current and relevant for their future educational needs. I am also a member of the California Administration of Justice Educators (CAAJE) and have participated in numerous grants for the benefits of college faculty and students. I sat on the District hiring committee that selected the District Police Chief. I chaired the last District hiring and promotional committee for the District Police Sergeant position. I have participated in three hiring committees for District Police Officers.

I have served as a Criminal Justice/AOJ faculty discipline group for the C-ID vetting process. C-ID is a supranumbering system developed to ease the transfer and articulation burdens in California's higher educational institutions mandated by SB1440. For the past three years, I have been the primary evaluator in the state for the Chancellor's Office C-ID Criminal Justice/AOJ faculty group. All community colleges must 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 (109 campuses) 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 each have 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 their COR up to C-ID standards. I am able to communicate on continuing basis with the state's top experts in my field and in academia. Access to these quality educators at each level can only benefit the AOJ program here and keeps me on the leading edge of new trends, industry needs and curriculum for our students.

The AOJ program has positive 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 program is further demonstrated by how quickly classes fill. For example, when an additional late start class was offered for the SP14 session, it filled within 9 hours and another course was added. During the first week of class, I get many comments from students who were referred to the classes by other students who have taken the classes. Several physically handicapped students have taken the classes 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

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

### Previous efficacy review: 2010/2011

**Demographics:** *The department states that "84% of the students are considered a minority population, and 61% are women; considered an underserved population in this employment field." An analysis of the breakdown of the department and college's population is missing.*

The first "DOES NOT MEET" in PART I – ACCESS which desired a described college population/AOJ breakdown is now facilitated by the AOJ/campus comparison population chart and further described on page 4 of this document.

**Trends:** *The department addresses the Labor Market Report which estimates a job growth at 7.6% for the Inland Empire for police and sheriffs. However, there is no discussion as to program planning that will meet the needs of the area.*

**Weaknesses/Challenges:** *The department addresses some factors that are not relevant to its evaluation—parking, construction, etc. It does address the "inability to track students" and the need to continue to address students who would not qualify for employment due to past "bad choices." However, it does not provide planning to address tracking students, and it does not look closely at other areas that may need to be addressed—student population in terms of the college, adjunct faculty training, etc.*

All concerns have been addressed. The other two are contained under PART IV, Planning on the 2011 document. Both of those concerns are well-covered in this document and finally articulated on pages 16 - 18.

