

Program Efficacy Report Spring 2015

Name of Department: Administration of Justice

Efficacy Team: Rochelle Fender, Christie Gabriel, Nori Sogomonian

Overall Recommendation (include rationale): Continuance.

The program satisfactorily meets the needs of our diverse student population and has been making steady program improvements in student retention and success and new degree opportunities with the addition of the AS-T degree. The department recognizes there are challenges that continue to be addressed. SLO progress is evident, curriculum is current, and the pattern of service meets the students' needs. Program planning with regard to industry trends should be discussed in detail.

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>	<p><i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i></p> <p><i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i></p>
Efficacy Team Analysis and Feedback: Meets - Author adequately demonstrates via demographic data the relevance of the program and how it is meeting the needs of our student population. The author showed diversity and versatility of offerings within the program. The only exception to this was lack of data proving that many students are single mothers.		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<p><i>The program provides evidence that the pattern of service or instruction meets student needs.</i></p> <p><i>If warranted, plans or activities are in place to meet a broader range of needs.</i></p>
Efficacy Team Analysis and Feedback: Meets - Pattern of service meets the versatile needs of students with the current schedule offerings (especially online courses).		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<p><i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.</i></p> <p><i>If applicable, supplemental data is analyzed.</i></p>
Efficacy Team Analysis and Feedback: Meets – Demonstrates positive progression; retention and success rates remain above the college average.		
Supplemental Data – <i>Meets</i> – Demonstrates job market demand and opportunities for employment upon successful completion of the program. The committee recommends that the department addresses how students are directed to the more rigorous AS-T degree.		
Student Learning Outcomes and/or Student Achievement Outcomes	<i>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.</i>	<i>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.</i>

Efficacy Team Analysis and Feedback: Meets -Shows progress, moving from 75% to nearly 100% SLO course assessments. Semester-specific data should be included in the inserted table. Further discussion with regard to debate outcomes should be mentioned (i.e. necessity of prerequisites, recommendation?).

Department assesses and revises course content and learning opportunities to expand students' learning experiences. The department consistently evaluates their courses and SLOs to ensure relevant course content.

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 has a clear mission and purpose that clearly aligns with SBVC's 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: Meets - Pattern of service meets the versatile needs of students with the current schedule offerings (especially online courses).

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 - All content is current and scheduled for review in 2016 – 2018. Discrepancies in course offerings (work experience) are addressed.

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- Addresses current labor market trends; however, specific labor market data is not shown. Discusses actions to keep content current and has avenues to offering flexible introductory courses. If funding does not meet demand, how will online courses continue to be offered? Does not clearly discuss specific program planning (staffing) to meet high student enrollment and job market demands.

Accomplishments	<i>The program does not incorporate accomplishments and strengths into planning.</i>	<i>The program incorporates substantial accomplishments and strengths into planning.</i>
Efficacy Team Analysis and Feedback: Meets – Student enrollment and success rates were addressed earlier in the document but not discussed in this section. Faculty are well-respected, experienced experts in their fields.		
Weaknesses/challenges	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
Efficacy Team Analysis and Feedback: Meets: The program demonstrates awareness to several challenges with possible remedies discussed.		
Part V: Technology, Partnerships & Campus Climate		
	<i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i> <i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i> <i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>
Efficacy Team Analysis and Feedback: – Meets – A thorough discussion with regard to use of technology in the classroom and partnerships is provided.		

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>
Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Does Not Meet – The previous Does Not Meet areas should be discussed in detail. Each area (Demographics, Trends, and Weaknesses/Challenges) should be discussed separately so sufficient evidence is provided for each previous Does Not Meet category. One of the previous Does Not Meet categories, Trends, is still a Does Not Meet category in this document. Detailed evidence for program planning should be addressed during the next program review cycle.		