

**Institutional Program Review—2018-2019**  
**Program Efficacy Phase: Instruction**  
**DUE: Monday, March 18, 2019 by NOON**

**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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**  
**Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**  
**Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at [pferri@sbccd.cc.ca.us](mailto:pferri@sbccd.cc.ca.us) and Wallace Johnson at [wjohnson@sbccd.cc.ca.us](mailto:wjohnson@sbccd.cc.ca.us)) by **NOON on Monday, March 18, 2019.**

**SUBMISSION FORMAT:**

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at [cgabriel@sbccd.cc.ca.us](mailto:cgabriel@sbccd.cc.ca.us) by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

## Program Efficacy

2018 – 2019

**Program Being Evaluated**

Administration of Justice

**Name of Division**

Social Science, Human Development, and Physical Education

**Name of Person Preparing this Report**

Wallace Johnson ex. 8502

**Extension**

**Names of Department Members Consulted**

Patrick Buckley- faculty chair

**Names of Reviewers**

Kenny Melancon, Kay Dee Yarbrough, Tim Hosford

Work Flow	Date Submitted
Initial meeting with department	Fall 2018
Meeting with Program Review Team	Email and phone communication with Mr. Melancon
Report submitted to Program Review co-chair(s) & Dean	<b>by NOON on March 18</b>

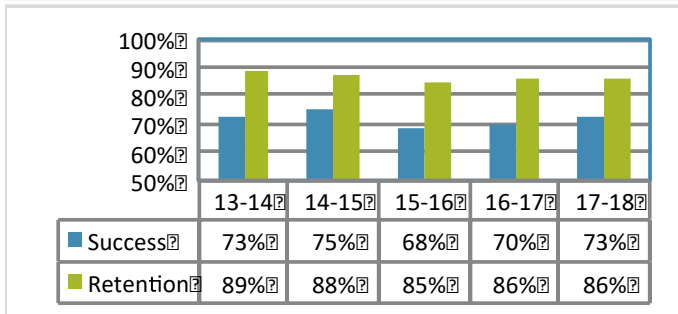
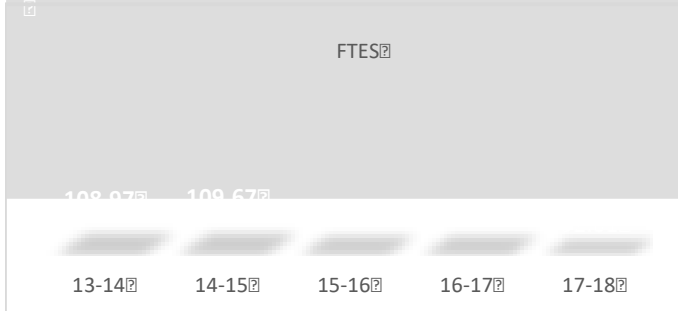
**Staffing**

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	1	4	
Classified Staff			
<b>Total</b>	1	4	



**Description:** The Administration of Justice 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 four-year academic program.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,081	1,098	1,020	909	918
FTEF	5.40	5.60	5.64	5.40	5.20
WSCH per FTEF	605	588	542	506	531

	13-14	14-15	15-16	16-17	17-18
Sections	27	28	29	27	26
% of online enrollment	30%	25%	24%	26%	23%
Degrees awarded	46	54	52	66	
Certificates awarded	16	27	19	17	

**Assessment:** The FTES shows an approximately 10% decline from 15-16 and 16-17 reflecting college-wide reductions in enrollment.

FTEF and WSCH demonstrates a consistent need for more full-time faculty and still above the college norm.

Student success up 3% (70% to 73%) and retention is identical to 16-17 school year.

Online enrollment 3% lower than 16-17, but just one percent lower than 15-16.

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**Progress from Last Year's Action Plan:** Provide an update on the progress made from last year's Action Plan. (225 Words Max)

FA18 increased online courses offered to approximately 30%; up from 23% from 17-18. ??

**SAOs/SLOs/PLOs:**

AS-T degree program three-year assessment shows that 87.7% of the students meet/exceed SLO standards over the past three years.

AA degree program three-year assessment shows that 93% of the students meet/exceed SLO standards over the past three years.

Certificate program three-year assessment shows that 93% of the students meet/exceed SLO standards over the past three years.

All course and program SLOs were examined and revised in 2015 by the advisory group and they more accurately assess student performance which is between 87.7% to 93%.

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**Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan Section). Tie goals to the college.

Although we have increased online sections offered in FA18, we still have a real need for more Canvas-trained online instructors; the same goal as last year.

We will be adding one online section for SM19 in Criminal Law to provide more access to students who cannot attend regular brick and mortar classes but need this course for their degree.

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**Challenges & Opportunities:** Continuing challenge to locate additional adjunct faculty willing or capable of teaching online in the new Canvas LMS.

Opportunity exists next school year as the only full-time faculty and department head retires and a new full-time faculty/dept. head is hired to replace him who could help in teaching additional online classes which may provide more access to students.

**Action Plan:** (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Retirement	Find more Canvas-trained instructors to replace current full-time faculty.	None	6/1/19

**Part I: Questions Related to Strategic Initiative: Increase Access**

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	<p>The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.</p>	In addition to the meets criteria, the program's analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	<p>The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.</p> <p>The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.</p>	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Administration of Justice	Campus-wide
Asian	1.7%	4.8%
African-American	14.2%	12.4%
Hispanic	72.5%	65.3%
Native American	0.5%	0.2%
Pacific Islander	0.4%	0.2%
White	9.8%	13.2%
Unknown	1.0%	3.9%
Female	60.8%	57.5%
Male	39.2%	42.5%
Disability	1.1%	5.4%
Age 19 or Less	4.5%	22.5%
Age 20 to 24	51.3%	34.7%
Age 25 to 29	23.7%	17.7%
Age 30 to 34	10.3%	9.3%
Age 35 to 39	3.8%	5.5%
Age 40 to 49	3.2%	6.2%
Age 50+	3.2%	4.1%

**Demographics:**

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The department serves a student population that is over-representative of the following demographic groups: African-American (14.2 % for department versus 12.4 for the college), Hispanic (72.5 % for the department versus 65.3% for the college).

There are also slightly higher percentages of Native American and Pacific Islander students in the department than college-wide.

The Administration of Justice program’s demographic data indicate that it is generally on par with the institution’s demographics. White students are slightly underrepresented, 9.8% compared to campus wide 13.2%. African American student representation in the department has increased significantly with a 14.2%, which is about 2% higher than the campus-wide percentage for this demographic group. In terms of gender the department is over-representative of women 60.8%, which is 3.3 % higher than the campus-wide percentage for this group (57.5%). It is a noteworthy value in that law enforcement is a traditionally male dominated profession.

The major's preparation courses remain slightly less diverse indicating some success in previous efforts to recruit women to major's preparation courses. The faculty chair and the dean recognize that it is under-represented in three areas. By focusing efforts on targeted cohorts African-American and Hispanic, we hope that demographics will shift in the future by adding more Asians-American, Native American and Pacific Islander students. Regarding transfer, the Administration of Justice department, will soon be working closely with local universities including CSU San Bernardino and UC-Riverside to encourage transfer and research opportunities for our students. The department continues to pursue these opportunities to ensure availability for those underrepresented students.

**Pattern of Service:**

Describe how 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.

Patterns of scheduling courses for students is based on historical analysis of past enrollment trends. Where peak enrollments are identified the faculty-chair adds more sections. When sections are waitlisted, new sections are opened up if the enrollment numbers exceed a threshold established by the Vice President of Instruction and the Dean for the Division. For the last three years this threshold has been relatively low if 10 or more students on a waitlist will justify adding a new section. This is contingent on whether or not there is an instructor available to teach the section and there is classroom available. The department has increased online course offerings to meet student needs and relieve pressure on classroom space.

30 percent of all sections offered were online in Fall 2018 compared to 23 percent during the 2017-18 academic term. Because 70 percent of all SBVC students are part-time, the department has added more online sections to serve online students.

Courses are offered in the mornings, afternoons, and evenings and online. Online course offering 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 satisfying 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 to provide a more consistent and effective scheduling pattern.

**Part II: Questions Related to Strategic Initiative: Promote Student Success**

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of instructional</b>	Program <b>does not provide an adequate analysis</b> of the data provided with respect to relevant program data.	Program <b>provides an analysis</b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b>uses the achievement data</b> in concrete planning and <b>demonstrates</b> that it is prepared for growth.

<b>or service success</b>			
<b>Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes</b>	<p>Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) 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 area services is <b><u>missing or incomplete.</u></b></p>	<p>Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).</p>	<p>In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u></b></p>

**Student Success:**

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 that address Success & Retention and Degrees and Certificates Awarded”)

<p>The following data on student success and retention is from the 2017-18 EMP data sheet:</p> <p>Success: 73% (2013-14), 75% (2014-15), 68% (2015-16), 70% (2016-17), 73% (2017-18)  Mean % = <b>71.8%</b></p> <p>Retention: 89% (2013-14), 88% (2014-15), 85% (2015-16), 86% (2016-17), 86% (2017-18)  Mean % = <b>86.8%</b></p> <p><b>Analysis:</b> These success rates are neither too high nor too low for an academic program. Typically one wants to success rates to correlate with &gt;70 passing, &lt;70 not passing.</p> <p>These retention rates are excellent for an open enrollment community college. Many students cannot complete courses due to life events beyond the control of a member of the faculty.</p>
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**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.



Program Report- Administration of Justice- (from SLO Cloud)

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Apply knowledge and skills required in securing and maintaining employment	6331	5718	90.32%
2	Analyze the interrelations between the courts, law enforcement, and corrections	6331	5718	90.32%
3	Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence	3637	3433	94.39%
4	Demonstrate analysis of basic legal definitions of criminal law	2526	2406	95.25%
5	Develop a world view that values why law enforcement is necessary in diverse populations and societies	891	843	94.61%
6	N/A			

33 Assessment Methods & Criteria

70% is the standard.

**Student Learning Outcomes:**

**Course SLOs/SAOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Semester	Department	Sections Offered	Sections Assessed	%
FA17	ADJUS/CORREC	17	17	100%
SP18	ADJUS/CORREC	16	15	94%
FA18	ADJUS/CORREC	17	12	71%

From 2016-17 thru Fall 2018 **87.7** % of students in Administration of Justice in the AA-T degree program have met or exceed departmental SLOs. For the AA degree program **93%** of all students in Administration of Justice courses have met or exceeded departmental SLOs. For the certificate program **93%** off students met or exceeded departmental SLOs.

Each August the faculty-chair meets with adjunct faculty in the department to review SLO data and reflect on pedagogical methods to improve student learning outcomes.

In 2015 and in 2017 the faculty in the department and an outside advisory group of law enforcement professionals met to discuss, examine, and revise departmental and program SLOs to meet workforce needs.

There has been a substantial decline in the number of sections assessed for SLOs in the Fall 2018 semester.

The division dean will contact the faculty in the department to make sure all sections are assessed for SLOs in the Spring 2019 semester.

SLOs are assessed each time they are taught. The most recent 3 year program review provided by the SLO Cloud shown that the percent of students meeting at or above the program, degree or certificate standard is between 86% and over 95%.

#### **Program Level Outcomes:**

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

From 2016-17 thru Fall 2018 **87.7** % of students in Administration of Justice in the AA-T degree program have met or exceed departmental SLOs. For the AA degree program **93%** of all students in Administration of Justice courses have met or exceeded departmental SLOs. For the certificate program **93%** off students met or exceeded departmental SLOs.

Each August the faculty-chair meets with adjunct faculty in the department to review SLO data and reflect on pedagogical methods to improve student-learning outcomes.

In 2015 and in 2017 the faculty in the department and an outside advisory group of law enforcement professionals met to discuss, examine, and revise departmental and program SLOs to meet workforce needs.

### **Part III: Questions Related to Strategic Initiative: Improve Communication, Culture &**

#### **Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>demonstrates</b> the ability to communicate more widely and effectively, <b>describes</b> plans for extending communication, and provides data or research that <b>demonstrates</b> the need for additional resources.
<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Department of Administration of Justice has not done enough outreach and external promotion during the last three years. However, this will soon be changing. The division dean is leading an effort for more interaction between the SBVC Police Academy and its partner, the San Bernardino County Sheriff's Department. Together, these organizations are planning a law enforcement recruitment day early in the Fall 2019 semester. This will feature a number of law enforcement agencies on campus with recruitment tables, law enforcement vehicles and equipment.

Describe how your program seeks to enhance the culture and climate of the college.

The Department of Administration of Justice and its faculty emphasize the professional, legal, scientific, and ethical aspects of law enforcement as a field of study and as a career field. This being said, academically, more critical views of law enforcement and disparities and inequalities within the criminal justice system in the United States are fully and openly discussed and studied in all courses offered by the department. This contributes to critical thinking and a balanced view of law enforcement and criminal justice among students taking courses in the department.

In the near future the department will host public seminars and panel discussions on campus about issues and concerns in the law enforcement and criminal justice career fields.

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Describe one or more external/internal partnerships.

<p>The division dean is building an internal partnership with the SBVC Police Academy and an external partnership with the San Bernardino County Sheriff's Department.</p> <p>The division dean has had several meetings with the San Bernardino County Sheriff's Department and area public school leadership groups to plan pathways for high school students interested in law enforcement or criminal justice careers. This planning is ongoing.</p>
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What plans does your program have to further implement any of these initiatives?

<p>A blueprint for a high school pathway for a law enforcement/criminal justice degree or certificate at SBVC will be in place by Fall 2019 with implementation scheduled for Fall 2020.</p>
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**IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development**

**Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

**Professional Development:**

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Members of the faculty in the department participate in flex day activities to improve teaching and learning in the classes they teach. In 2017 an adjunct member of the faculty participated in a panel discussion during the Spring flex day to share his experiences in teaching a concurrent enrollment section at an off-site location in Rialto, CA.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

At this time the dean has been unable to ascertain professional organizations to which members of the faculty in the might belong. However these memberships will be encouraged and funding will be sought to support faculty professional development through the needs assessment process in Fall 2019. Faculty will be encouraged to apply for support from the Professional Development committee to support conference attendance.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

At this time the dean has been unable to ascertain professional growth activities undertaken by the faculty. However, the new faculty-chair will be encouraged to take advantage and apply for professional development support through the Professional Development committee in the Fall of 2019.

**V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability**

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.

<b>Relevance, Currency, Articulation</b>	<p>The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u></p>	<p>The program <b>provides</b> 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 <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.</p>	<p>In addition to the meets criteria, the program <b>discusses plans</b> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.</p>
<b>Challenges</b>	<p>The program <b>does not incorporate</b> weaknesses and challenges into planning.</p>	<p>The program <b>incorporates</b> weaknesses and</p>	<p>The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.</p>

**Mission and Purpose:**

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose of the program?

The Department of Administration of Justice strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and/or to successfully transition into a 4-year academic program.

**Summary and Goals of the Department of Administration of Justice**

Administration of Justice is the study of the causes, consequences and control of crime. The program is designed to acquaint students with the principles and practices of criminal justice systems in America. The goal of this program is to familiarize students with a foundation in the Criminal Justice sub-systems: Law Enforcement, Correctional Science, Criminology, Forensics, Investigations, and the Judicial /Court’s role. The program is both academic and professional in that it is an interdisciplinary attempt to relate intellectual issues and practitioner perspectives to the challenge of crime in a free society. Consequently, the program provides preparation for employment with a related agency and /or transfer to a college or university.

Students will be prepared to work in a variety of fields, including: public law enforcement agencies such as municipal police, probation officers, county deputy sheriffs, correctional officers, game wardens, state park rangers, and private security officers.

How does this mission or purpose relate to the college mission?

The mission of the Department of Administration of Justice relates to the mission of SBVC in the following ways:

1. Provision of high quality education
2. Provision of innovative instruction
3. Preparation of students to transfer to four-year universities or for preparation to enter the workforce
4. Students completing degrees and certificates in Administration of Justice have the potential for good jobs that will improve their quality of life and that of the communities in the Inland Empire.

### **Productivity:**

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

#### **Data from 2017-18 EMP**

Duplicated Enrollment: 1081 (2013-14) 1098 (2014-15) 1020 (2015-16) 909 (2016-17) 918 (2017-18)

**Enrollment mean= 1005.20**

FTEs: 108.97 (2013-14) 109.67 (2014-15) 101.93 (2015-16) 101.93 (2016-17) 92.01(2017-18)

**FTEs mean= 102.90**

FTEF: 5.40 (2013-14) 5.60 (2014-15) 5.64 (2015-16) 5.40 (2016-17) 5.20 (2017-18)

WSCH/FTEF: 605 (2013-14) 588 (2014-15) 542 (2015-16) 506 (2016-17) 531 (2017-18)

**WSCH/FTEF mean = 554.40**

**Analysis:** The Administration of Justice Department is a highly enrolled, highly productive department for SBVC. The Department generates an average of 102.90 FTEs for the college each year at a relatively low cost.

The WSCH/FTEF productivity ratio exceeds the 525 standard in all but one year since 2013-14 and has an average score of 554.40 on this measure. This may be one of the highest productivity ratios at the College.

Exceeding the 525 productivity value is exceptional and is attributable to scheduling based on student demand and student interest in the field of Administration of Justice. The dean and faculty chair expect enrollment and therefore productivity to increase due to outreach efforts and relationship building with transfer institutions.

**Relevance and Currency, Articulation of Curriculum:**

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

<b>Social Sciences, Human Development &amp; Physical Education</b>				
<b>Administration of Justice</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	ADJUS 101 Introduction to Administration of Justice	Active	10/10/2016	10/10/2022
	ADJUS 102 Principles and Procedures of the Justice System	Active	10/10/2016	10/10/2022
	ADJUS 103 Concepts of Criminal Law	Active	10/10/2016	10/10/2022
	ADJUS 104 Legal Aspects of Evidence	Active	10/10/2016	10/10/2022
	ADJUS 105 Community Relations	Active	10/10/2016	10/10/2022
	ADJUS 106 Principles of Investigation	Active	10/10/2016	10/10/2022
	ADJUS 107 Concepts of Enforcement Services	Active	10/10/2016	10/10/2022
	ADJUS 108 Juvenile Procedures	Active	10/10/2016	10/10/2022
	ADJUS 098 Administration of Justice Work Experience	Historical		
	ADJUS 098 Administration of Justice Work Experience	Historical		
	ADJUS 101 Introduction to Administration of Justice	Historical		
	ADJUS 101 Introduction to Administration of Justice	Historical		
	ADJUS 101 Introduction to Administration of Justice	Historical		
	ADJUS 102 Principles and Procedures of the Justice System	Historical		
	ADJUS 102 Principles and Procedures of the Justice System	Historical		
	ADJUS 102 Principles and Procedures of the Justice System	Historical		
	ADJUS 102 Principles and Procedures of the Justice System	Historical		
	ADJUS 103 Concepts of Criminal Law	Historical		



	ADJUS 103 Concepts of Criminal Law	Historical		
	ADJUS 103 Concepts of Criminal Law	Historical		
	ADJUS 104 Legal Aspects of Evidence	Historical		
	ADJUS 104 Legal Aspects of Evidence	Historical		
	ADJUS 104 Legal Aspects of Evidence	Historical		
	ADJUS 105 Community Relations	Historical		
	ADJUS 105 Community Relations	Historical		
	ADJUS 105 Community Relations	Historical		
	ADJUS 105 Community Relations	Historical		
	ADJUS 106 Principles of Investigation	Historical		
	ADJUS 106 Principles of Investigation	Historical		
	ADJUS 106 Principles of Investigation	Historical		
	ADJUS 107 Concepts of Enforcement Services	Historical		
	ADJUS 107 Concepts of Enforcement Services	Historical		
	ADJUS 107 Concepts of Enforcement Services	Historical		
	ADJUS 108 Juvenile Procedures	Historical		
	ADJUS 108 Juvenile Procedures	Historical		
	ADJUS 108 Juvenile Procedures	Historical		
	ADJUS 108 Juvenile Procedures	Historical		

**Articulation and Transfer**

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
N/A- Department has an articulated AA-T degree with CSU and incorporate IGETC requirements into transfer AA degree to UC.		

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

N/A- All curriculum is up-to-date.

**Currency**

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

All information in the College catalog is accurate.

If any courses are no longer offered, list them here. (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?

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

**Challenges:**

Referencing the narratives in the EMP summary, 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?

One challenge for this Department is building a better working relationship with the Criminal Justice programs at CSU San Bernardino. However, this will be changing soon. The dean is reaching out to his counterpart in the College of Social Sciences at CSU San Bernardino and will discuss outreach and activities between the two colleges to encourage more students to transfer and more collaboration between the two institutions.

This will begin to address the already strong number of degrees awarded based on the following EMP data (one of the highest at SBVC).

There is room for growth in the number of degrees and certificates awarded. To increase the number of certificates awarded more outreach, high school pathways, and collaboration with local law enforcement agencies is the planning stages.

**Degrees awarded:**

**2013-14   2014-15   2015-16   2016-17**

**46            54            52            66**

**Certificates Awarded:**

**2013-14   2014-15   2015-16   2016-17**

**16            27            19            17**

This program ranks third in degrees and certificates awarded at SBVC.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

All instructional facilities for courses offered in this department are adequate for the needs of faculty and students.

### **VII: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

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.

#### **Response:**

According to the State of California, Employment Development Department's latest 2017 labor market report, the Occupational Projections of Employment for 2014 -2024 (also called "outlook" or "demand") for Police and Sheriff's Patrol Officers shows a statewide estimated employment of 68,700 with a projected employment of 73,700; an increase of 5000 (7.3%). More specifically in the Inland Empire Area, the estimated employment is 4330 Police and Sheriff's Patrol Officers with a projected growth to 4,810 officers a job growth rate of **11.1%**. These statistics only represent the entry level positions and do not include positions such as detectives, supervisors, etc.

The department has brought on one new adjunct faculty member with over 30 years of service with the California Highway Patrol and service as the former Director of the Police Academy at SBVC.

The department will be reforming an advisory committee. Members of the Police Academy advisory will be contacted for potential service and/or asked if they know individuals in the local law enforcement community who will be willing to serve.