Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Remaining Constant

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

   Overall enrollment is down less than 2% comparing 2010 enrollment to 2014.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   No

4. If no, please describe why they differ (600 characters max).

   The CJ Program has about 20% white students where the college has about 31% and about 71% Hispanic students where the college has about 55%.
   Although the White students in CJ are about 11% less than the college, the HispanIc students in CJ are about 16% more than the college.
   In terms of gender Ventura College demographics for females is about 55% while the CJ Program has about 44%. For males college is about 44% while the CJ Program has 55%.
   The numbers for the CJ Program are more reflective of the job environment where law enforcement typically has more males than females.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

> The law enforcement job environment which Ventura college nor the CJ Program has any control over, is typically more males than females.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
   Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
   Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
   Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

> The CJ Program success rate exceeds the Ventura College success rate in both the ethnicity and gender categories.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
   No

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

> The CJ Program success rate already exceeds the college success rate and has each year for the last 5 years.

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

> Interestingly enough although our fill rates have averaged 97.7% over the last 5 years, our productivity has not met the colleges standard of 525 for any of those 5 years. It should be noted that all but two of the CJ classes are capped at 35 students making it mathematically impossible to meet the 525 number because with only 35 students it is impossible to do. For instance in 2010 CJ had a 103.1% fill rate, yet we were at 471 for our productivity.
> Holding departments accountable to a productivity number should be based on the size of a specific department and the size of its classes.

5. Are you able to increase your productivity and/or course fill rate?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

N/A

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   Yes

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

Degrees and certificates awarded in the AS and COA categories increased by 23% between 2010 and 2011. Degrees and certificates awarded in the AST, AS and COA categories has shown an increase since the AST was included in 2012. There were a total of 109 awards in 2012 and 2013 and 117 in 2014.

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

N/A

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
No

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

N/A

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

N/A

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   No
2. If yes, why haven't they been assessed? (600 characters max)

N/A

3. What percentage of your program's courses have assessed at least half of their SLO's?
   88%
4. Have you made any changes to courses based on the results of SLO assessment?
   Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning.
   (600 characters max).

Course delivery modifications were made to content and activities, amount of writing/presentation work and increase in-class discussions and activities.
Students should take, and pass writing courses before taking classes in their majors. Have all suggested. With two new F/T CJ Instructors we would expect that there will be a change in student learning. Also with the college required assessment in reading and writing, among other things, for all entering students there is an expectation in CJ that student learning will be improved although this has not been assesd as of this writing.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

   0 Courses

7. How closely have you adhered to your SLO rotational plan?

   Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

   The only impediment was classes that were scheduled to be asessed were cancelled the semester they were scheduled. Even when that happened we were able to reschedule most of the assessments of those classes to the following semester(s) to keep on track. There were only two classes (CJ V07 and V14) that have not been assessed because they were cancelled and when it was time to assess them they were cancelled again.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

   The ISLOs are achieved by linking (embedding) them to the PSLOs and the CSLOs. Most ISLOs that apply to the CJ Program is #3, Critical Thinking and Problem Solving. Most courses in CJ, by their very nature, need an empasis on Critical Thinking and Problem Solving which is assesed in a variety of methodologies each time a CSLO is assessed thus preparing the student for the real world of the criminal justice workforce.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

    5

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

The number of SLOs acssessed are is right on track. Adhereing to the rotatioanl plan allows us to assess the correct SLOs. In the majority of the CJ classes students meet the agreed upon SLO achievement rate.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
    Yes
2. How have these changes impacted student learning? (600 characters max)

The significant impact referred to above is because there was an additional F/T instructor hired (growth position- see CJ Initative 15-01 below).
By hiring 2 new CJ Instructors we can anticipate a positive impact on student learning due to new and fresh teaching strategies and techniques used in the classroom. Also the college has just (Fall 2015) entered into an agreement with the Ventura Sheriff's Department to provide Instructors of Record for the academy and award college untis for the successful completion of the academy program. This should also impact student learning.

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Criminal Justice	Faculty	CJ15-01	Replacement - One (1) FT Faculty position	Replace one (1) retiring FT Faculty members (T. Prell - FA 14)	120,000		120,000	H	H	M	M	Yes	Completed	Hired 2 new full time, tenure track instructors F/Y 2015/2016.
Criminal Justice	Faculty	CJ1506	Improve CJ/Anthropology curriculum as relates to Forensic Science.	Increasing course offerings in Forensic Science the C.J. and Anthropology will accomplish a goal of seven years standing when a Forensic Anthropologist was hired by VC to build a series of Forensic Science related courses.	50,000		50,000	H	H	M	M	No	Ongoing	Forensic courses have been written to accomplish this initative however because of a backlog in the curriculum committee none have been approved.
Criminal Justice	Faculty	CJ1402	New - One (1) FT	To more closely align	120,000		120,00	M	M	M	M	Yes	Completed	See intiative CJ15-01

			Faculty position	the FT/PT Faculty ratio (29%/71%) of the CJ program to the College-wide FT/PT ratio (42%/55%) and allow for increased course sections and FTES.			0						
Criminal Justice	Facilities	CJ1505	Recycle classroom trailers to create realistic training scenarios fo Criminal Investigation, Forensic Science, Patrol Procedure and Criminal Law classes.	Increased retention of learned material as well as increased skills development of students who are provided experiential learning.	10,000		10,000	H	M	M	M	Yes	Ongoing	In collaboration with the EMT program an old construction trailer has been temporarily modified for this purpose. See Section H
Criminal Justice	Other Funds	CJ1502	Supplemental Instruction Aid	Banner, VC Matriculation + Assessment Center, and Center for Comm. College Student Engagement.	1,000	1,000	-	H	L			Yes	Ongoing	Approved, all we need is the proper paperwok to be completed and our selected aid can go to

													work. See Section H

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
CJ	16-01	Improve Productivity	Offer one on-line course and one extra large course in spring semester 2016. Affilliate with Ventura County Sheriff's Department to present a law enforcement academy. Actively recruit potential students on campus.	0	None	Faculty	☒Goal 1 ☐Goal 2 ☒Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☐Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
CJ	16-02	Close the loop in SLOs	Selected courses that have been assessed and implemented will be re-assesed in spring 2016 to "close the loop."	0	None	Faculty	☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/Fill Rate ☐Degrees/Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
CJ	16-03	Upgrade CRC-classrooms (See aditional initiative form)	The majority of CJ courses are taught in CRC-101/102. The building is aging as are the doors and their hardware, window treatments, ceiling tiles, flooring tiles, the general condition of the walls and electronics in the	$16,500 per classroom	Categorical	Facilities	☒Goal 1 ☐Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/Fill Rate ☐Degrees/Certificates ☐Close equity gaps	☒Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
			classrooms. These two classrooms should be upgraded. The classrooms on the second floor were upgraded about 2-3 years ago. The repairs are to numerous to list here but are explained in an addendum to this document.									
CJ	15-05	See section G - Permanent cross discipline practicum facility	See section G - A permanent facility with an attached laboratory for shared practicum space. The current facility is a temporary one.	$100.000	College Funds	Facilities	☒Goal 1 ☐Goal 2 ☒Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☒Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
CJ	15-02	See Section	See Section G	$1000.00	College Funds	Other	☒Goal 1	☐Enrollment	☐Req	☐Req	☐Req	☐Req

						Goals	Metrics				
		G					☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐High ☒Med ☐Low	☐High ☐Med ☐Low	☐High ☐Med ☐Low	☐High ☐Med ☐Low
CJ	15-06	See section G	See section G	See section G	College Funds	Faculty	☒Goal 1 ☐Goal 2 ☒Goal 3 ☒Goal 4 ☐Goal 5	☒Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☒Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment
How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification
Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:
☒ I verify that this program document was completed in accordance with the program review process.
Dean Verification:
☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.