

# Criminal Justice Program Review

2011-2012

## 1. Program Description

### A. Description

This Criminal Justice Program offers an education to students in the varied aspects of law enforcement, court procedures and corrections. A foundation of knowledge is provided for those interested in becoming competitive candidates for these rewarding and challenging positions.

### B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate an understanding of the American Criminal Justice system and the scope of responsibilities of the various local, state, and federal law enforcement agencies beginning with arrest through parole.
2. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system
3. Describe the system's responsibilities to the community, factors in crime causation, the social implications of crime and communication barriers between the system and the community.
4. Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.
5. Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law. Apply basic investigative proficiencies.
6. Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education.

### C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

### D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	\$756.
Books	\$700.
Supplies	\$00.
Total	\$1456.

### E. Criteria Used for Admission

### F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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## G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

## H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

## I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

Associate in Science Degrees

Certificate of Achievement – Criminal Justice

## J. Program Strengths, Successes, and Significant Events

The CJ Program has grown and evolved by adding several well enrolled classes over the last 3 years, including Anatomy of Murder and Introduction to Forensic Science and a Forensics Lab.

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The CJ Program has two full time instructors and averages ten to fifteen part-time instructors. Development of the interdisciplinary course Introduction to Forensic Science, ANTH/CJ V35, lecture and laboratory curriculum and expansion into a vibrant lab course offering; 2008-present. The program has been the beneficiary of VTEA grants for the last several years that have been able to provide high-technology analytical equipment used in forensics and criminal investigation including; Several compound microscopes, a stereo microscope, a polarizing microscope two fully disarticulated skeletons, gel electrophoresis power supplies, eight digital cameras and ten to fifteen alternate light sources. This instrumentation/equipment allows for a wide-range of student exposure to applications in forensic science using the latest techniques. The CJ Program has success and retention rates above the college averages.

Field trips to The Museum of Tolerance have allowed the CJ Program students that participated to have their educational experience enhanced by being shown that tolerance breaks down barriers. They were able to learn in an environment in which they felt safe and respected. The power of this type of education can and will change the lives and economic futures of our students and their communities. This field trip provides hope that, someday, we will overcome the unpredictable lines that divide us – the hope that we can learn to accept and appreciate our differences. The field trips to the Museum of Tolerance have been funded for the past several years by grants from the Ventura College Foundation and the Ventura County Jewish Federation.

The program also provides field trips to the Ventura County Jail, Todd Rd. facility and the Court of Appeal of the State of California, Second Appellate District, Division Six.

The CJ Program also sustains a club that interacts with other campus clubs and civic organizations. Over the past 2 years the CJ club has participated in Beach Clean-ups, Court Appointed Special Advocate (CASA) fundraisers, on-campus Earth Day activities, the Clothes Line Project and Think Event sponsored by the VC Psychology Club.

Added in the Fall 2011 semester was a Learning Community linking one Introduction to Criminal Justice course with an English 02 class. Current literature and research finds that learning communities increase student success and retention.

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## K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Jerry Mortensen

Department Chair: Ted Prell

### Instructors and Staff

<b>Name</b>	<b>Richard Goff</b>
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	11
Degrees/Credentials	B.S., M.S., M.P.A.: WOT

<b>Name</b>	<b>Ted Prell</b>
Classification	Assistant Professor
Year Hired	2004
Years of Work-Related Experience	30
Degrees/Credentials	B.S., M.P.A.

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## 2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate an understanding of the American Criminal Justice system and the scope of responsibilities of the various local, state, and federal law enforcement agencies beginning with arrest through parole.
2. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system
3. Describe the system's responsibilities to the community, factors in crime causation, the social implications of crime and communication barriers between the system and the community.
4. Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.
5. Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law. Apply basic investigative proficiencies.
6. Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will match its retention rate to the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will maintain the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
4. The program will match the student success rates to the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 600 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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### D. Courses to Student Learning Outcomes Map

#### Course to Program-Level Student Learning Outcome Mapping (CLSLO)

**I:** This program-level student learning outcome is **INTRODUCED** in this course.

**P:** This program-level student learning outcome is **PRACTICED** in this course.

**M:** This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6
CJ V30	I	I/P/M	I	I/P	I/P	I/P/M
CJ V35	I/P/M				I/P/M	I/P/M
CJ V35L	I/P/M				I/P/M	I/P/M
CJ V41	I/P/M				I/P/M	I/P/M
CJ V42	I/P/M				I/P/M	I/P/M
CJ V45	I/P/M				I/P/M	I/P/M
CJ V70/71	I/P/M	I/P/M	I/P/M	I/P/M	I/P/M	I/P/M
CJ V85	I/P/M	I/P/M	I/P/M	I/P/M	I/P/M	I/P/M
CJV86	I					
CJ V90						I/P/M
CJ V01	I/P	I/P	I/P	I/P	I/P	I/P/M
CJ V02	I				I/P/M	I/P/M
CJ V03	I	I	I/P/M	I/P/M		I/P/M
CJ V04	I	I			I/P/M	I/P/M
CJ V05	I	I			I/PM	I/P/M
CJ V06	I/P	I/P	I/P	I/P	I/P	I/P/M
CJ V07		I/P	I/P		I/P/M	I/P/M
CJ V08	I	I			I/P/M	I/P/M
CJ V11						I/P/M
CJ V12A						I/P/M
CJ V12B						I/P/M
CJ V14	I/P	I/P	I	I/P	I/P	I/P/M
CJ V15	I				I/P/M	I/P/M
CJ V17	I	I			I/P	I/P/M
CJ V18	I	I/P/M		I	I/P	I/P/M
CJ V19	I	I	I/P/M		I	I/P/M
CJ V25	I/P	I/P/M	I	I/P	I/P	I/P/M
CJ V27	I/P	I/P/M	I	I/P	I/P	I/P/M
CJ V28	I	I/P/M	I	I/P	I/P	I/P/M
CJ V29	I	I/P/M	I	I/P	I/P	I/P/M

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## 3. Operating Information

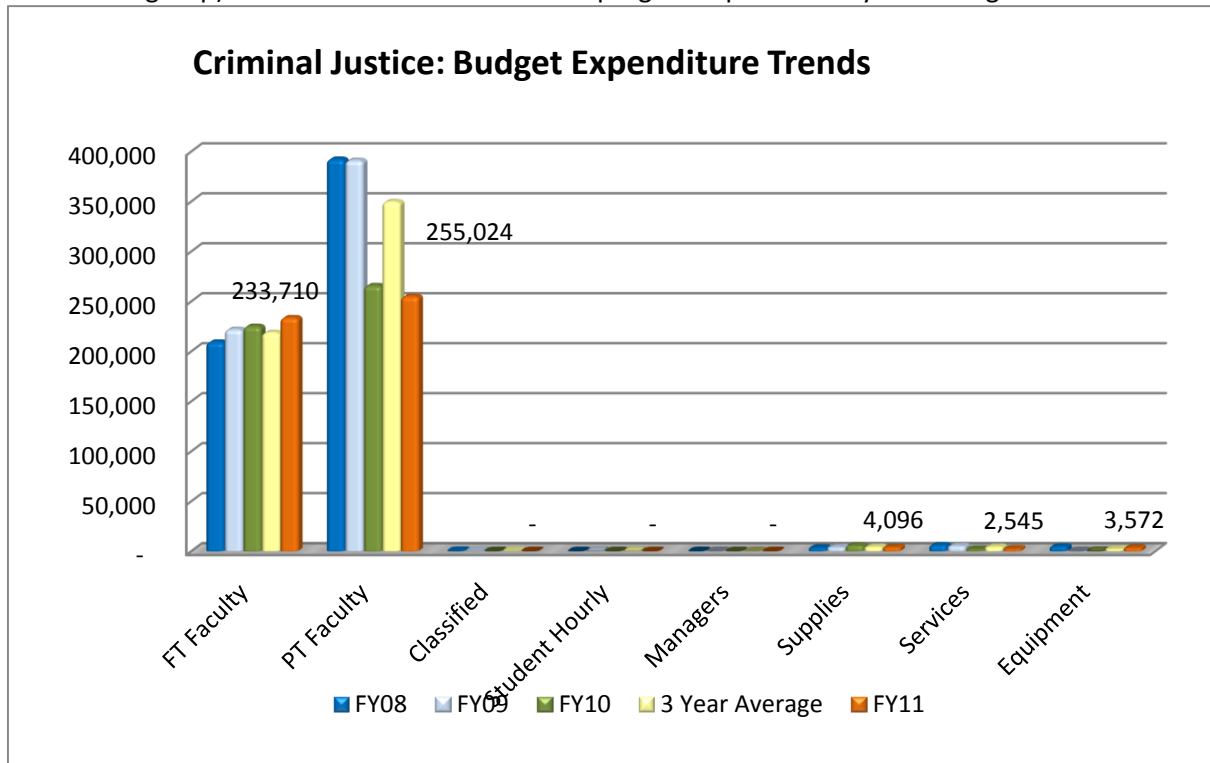
### A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
FT Faculty	209,264	221,978	225,040	218,761	233,710	7%	12%
PT Faculty	392,275	391,135	265,737	349,716	255,024	-27%	-10%
Classified	481	444	-	463	-	-100%	-1%
Student Hourly	-	337	-	337	-	-100%	10%
Managers	47	43	-	45	-	-100%	-8%
Supplies	3,615	4,346	5,921	4,627	4,096	-11%	24%
Services	6,164	5,656	2,011	4,610	2,545	-45%	-17%
Equipment	4,795	-	308	2,552	3,572	40%	42%
<b>Total</b>	<b>616,641</b>	<b>623,939</b>	<b>499,017</b>	<b>579,866</b>	<b>498,947</b>	<b>-14%</b>	<b>0%</b>

### A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

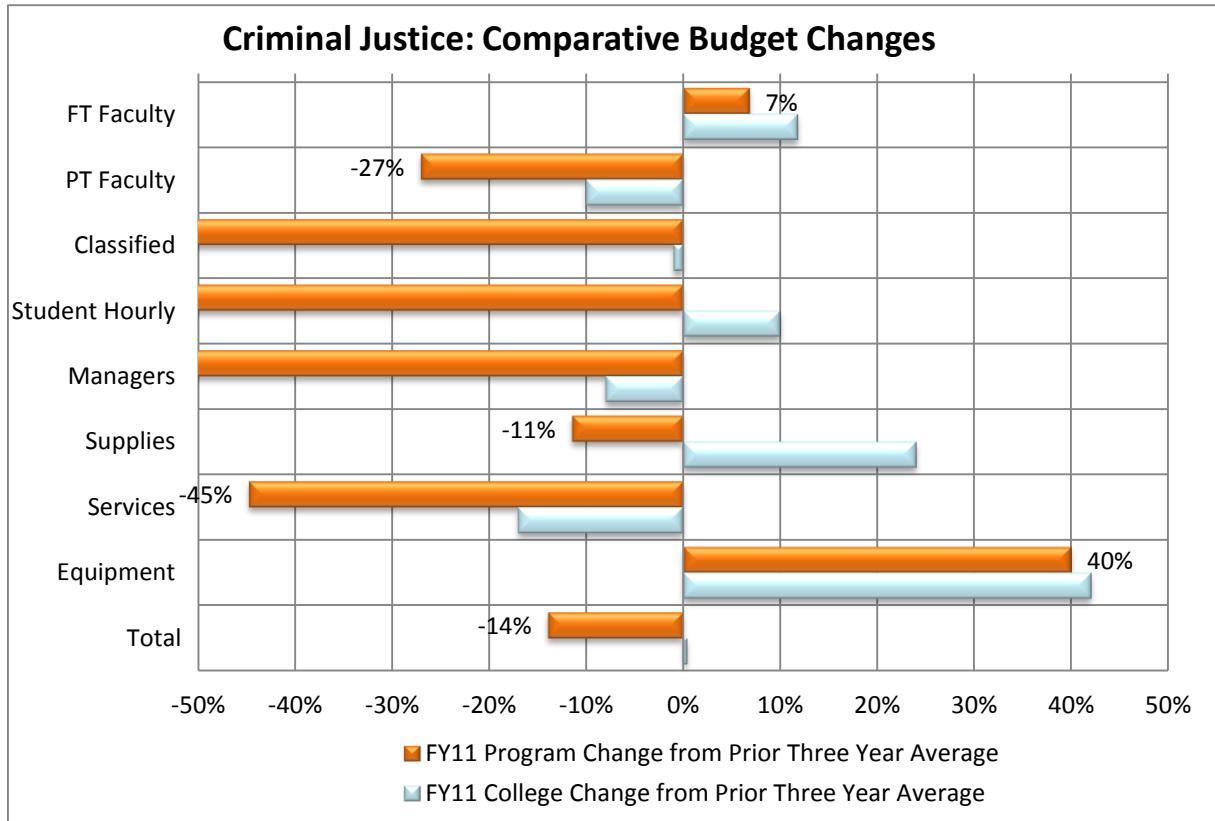


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### A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



### A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).



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### A5: Interpretation of the Program Budget Information

The program shows a 12% increase in average FT faculty expenditures over the last three years which is 5% less than the college average expenditures over the same period. The factors that account for this change are; a reduction of class offerings and a decrease in part time expenditures which is about 3% less than the college trends.

The supplies budget shows a 11% decrease over the average of the past three years and the college expenditures over the same time period has increased 23%.

Equipment expenditures in FY11 were at 40% more than the previous three year average. This not only kept pace with the college expenditures of 42% for the same time, but has enhanced student learning by exposing them to current techniques and practices used in CJ AND Forensic Science.

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### B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Body Armor (Bulletproof Vest) Fire	F Morton Pitt Co	30206	111	7/7/2007	4	1,104	N0003947	10071644
Latitude D610, Pentium M740 Not	Dell Computer C	30207	111	1/19/2006	5	1,310	N00011758	1QBX391
Hitachi CP-X385W LCD Projector	Troxell Communi	30207	111	1/6/2004	7	2,465	N00011022	RT3K001922
Panasonic Mini-DV Camera ZR-10	Best Buy Compa	30207	111	3/13/2001	10	963	N00002793	GOSA17548
Toshiba-Notebook Satellite 2800C	MAT 2000 Inc	36030	121	1/8/2001	10	1,863	N00002555	X0022495U
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,218	N00002657	11064
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,218	N00002659	10931
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,218	N00002658	11001
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,218	N00002656	10995
#AA-1325 Actar D-fib 25 pack	Armstrong Medic	37010	121	5/10/2010	1	2,104	N00022042	
Model: py0059000a, 40X - 400X cc	Microscopes Inc	37010	121	6/16/2009	2	1,509	N00018816	RPL-3T
Model #FM0035000A 10x - 144x F	Microscopes Inc	37010	121	10/23/2008	3	4,584	N00018609	N/A
<b>Subtotal</b>		<b>12</b>				<b>20,775</b>		

### B2: Interpretation of the Program Inventory Information

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. A quick survey of existing equipment shows that CJ has some up to date of equipment, the majority of which was acquired through VTEA grants.

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C1: Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
<b>FTEF</b>	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
<b>XL FTE</b>	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
<b>WSCH</b>	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
<b>WSCH to FTES</b>	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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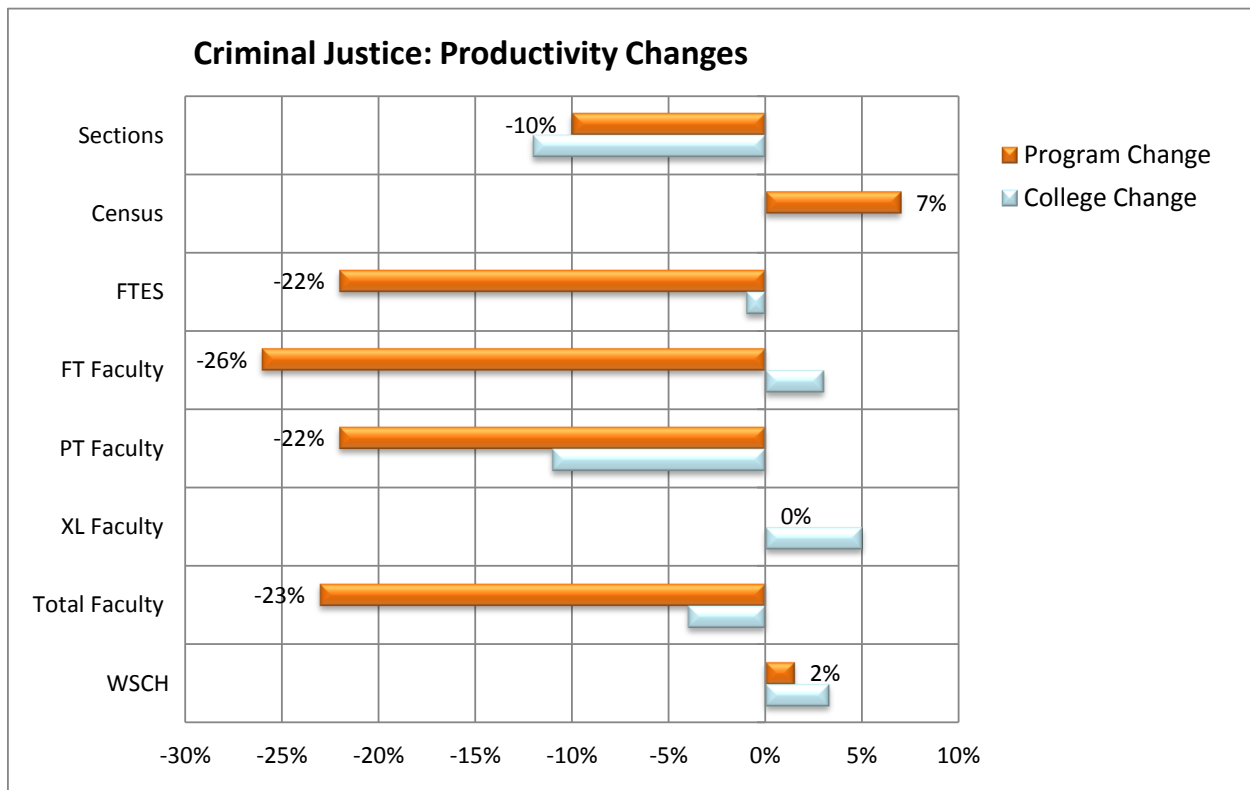
### C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	108	114	114	112	101	-10%	-12%
Census	2,560	2,939	3,347	2,949	3,148	7%	0%
FTES	482	504	486	491	383	-22%	-1%
FT Faculty	3.20	3.31	3.30	3.27	2.41	-26%	3%
PT Faculty	9.82	11.08	8.67	9.86	7.68	-22%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	13.02	14.39	11.97	13.13	10.09	-23%	-4%
WSCH	555	525	609	561	569	2%	3%

### C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



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### C4: Interpretation of the Program Productivity Information

The C2: Productivity Summary Table and the C3: Comparative Productivity Changes Chart indicate that the program offerings have remained relatively constant over the prior three years average while the number of sections offered in FY11 have decreased by 10% while the college has decreased 12% during the same time periods. The WSCH/FTEF ratio has been trending upward since FY08 and is currently at 569, which is below the apparent arbitrary district goal of 600 for the CJ Program.

The C-2 Chart also shows a reduction in FTES of 22%, in FT Faculty of 26% and in PT Faculty of 22% while at the same time increasing WSCH by 2% because more students are being allowed into classes making the program more efficient and effective in delivery of services to students.

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### D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CJV01	Intro to Criminal Justice	546	559	550	552	533	-3%	600	89%
CJV02	Concepts of Criminal Law	496	424	557	488	571	17%	600	95%
CJV03	Community Relation & Diversity	371	570	550	505	590	17%	600	98%
CJV04	Legal Aspects of Evidence	278	458	495	410	525	28%	600	88%
CJV05	Criminal Procedures	379	435	498	437	550	26%	600	92%
CJV07	Patrol Procedures	255	233	398	295	420	42%	600	70%
CJV08	Criminal Investigations	400	409	540	450	547	22%	600	91%
CJV11	Aikido	534	672	826	700	735	5%	600	123%
CJV12A	Defensive Tactics: Ju Jutsu	965	1,103	952	1,008	946	-6%	600	158%
CJV12B	Intermediate Ju Jutsu	917	1,107	868	956	946	-1%	600	158%
CJV14	Juvenile Law & Procedures	209	404	450	335	-	-100%	600	0%
CJV18	Drug Investigation/Procedures	525	465	630	540	555	3%	600	93%
CJV19	Anatomy of Murder	510	450	465	468	533	14%	600	89%
CJV25	Introduction to Corrections	353	323	488	388	465	20%	600	78%
CJV27	Intro to Probation&Parole	443	378	494	438	510	16%	600	85%
CJV28	Fundamentals of Criminology	450	548	608	535	518	-3%	600	86%
CJV30	Victimology	300	240	360	300	495	65%	600	83%
CJV35	Intro to Forensic Science	-	-	469	469	553	18%	600	92%
CJV40	Basic Complaint Dispatcher	2,673	541	1,490	1,091	407	-63%	600	68%
CJV45	Communication Training Officer	-	-	-	-	182	0%	600	30%
CJV60A	Breath Alcohol Testing	319	304	359	318	-	-100%	600	0%
CJV60B	CJ Employment Orientation	255	255	-	255	-	-100%	600	0%
CJV60E	Communication Training Officer	204	293	-	248	-	-100%	600	0%
CJV70	Basic/Reserve Officer LvIII/II	444	435	791	561	716	28%	600	119%
CJV80	POST Regular Basic Course	1,145	952	-	1,049	-	-100%	600	0%
CJV85	PC 832: Arrest/Search/Seizure	363	220	357	295	249	-16%	600	42%
CJV86	PC 832: Firearms	126	172	155	155	216	40%	600	36%
CJV89A	Intro to Forensic Science	-	537	-	537	-	-100%	600	0%
CJV89B	Intro to Forensic Science Lab	-	-	-	-	697	0%	600	116%
<b>TOTAL</b>	<b>Annual District WSCH Ratio</b>	<b>555</b>	<b>525</b>	<b>609</b>	<b>561</b>	<b>570</b>	<b>2%</b>	<b>600</b>	<b>95%</b>

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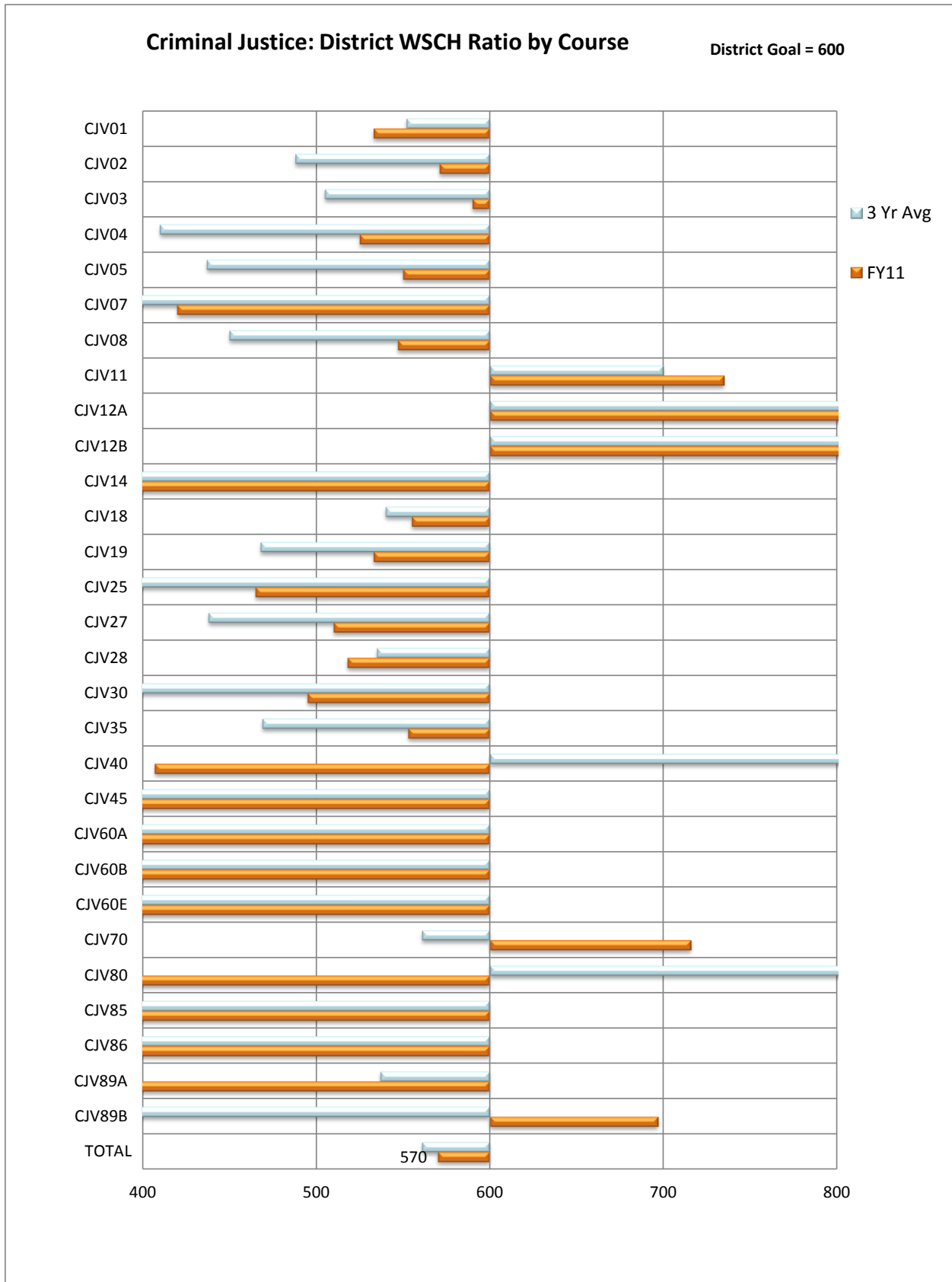
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### D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

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### College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CJV01	Intro to Criminal Justice	546	559	550	552	533	-3%	600	89%
CJV02	Concepts of Criminal Law	496	424	557	488	571	17%	600	95%
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CJV04	Legal Aspects of Evidence	278	458	495	410	525	28%	600	88%
CJV05	Criminal Procedures	379	435	498	437	550	26%	600	92%
CJV07	Patrol Procedures	255	233	398	295	420	42%	600	70%
CJV08	Criminal Investigation	400	409	540	450	547	22%	600	91%
CJV11	Aikido	534	672	826	700	735	5%	600	123%
CJV12A	Defensive Tactics: Ju Jitsu	965	1,103	952	1,008	946	-6%	600	158%
CJV12B	Intermediate Ju Jitsu	917	1,107	868	956	946	-1%	600	158%
CJV14	Juvenile Law & Procedures	209	404	450	335	-	-100%	600	0%
CJV18	Drug Investigation&Enforcemen	525	465	630	540	555	3%	600	93%
CJV19	Anatomy of Murder	510	450	465	468	533	14%	600	89%
CJV25	Introduction to Corrections	353	323	488	388	465	20%	600	78%
CJV27	Intro to Probation&Parole	443	378	494	438	510	16%	600	85%
CJV28	Fundamentals of Criminology	450	548	608	535	518	-3%	600	86%
CJV30	Victimology	300	240	360	300	495	65%	600	83%
CJV35	Intro to Forensic Science	-	-	469	469	553	18%	600	92%
CJV40	Basic Complaint Dispatcher	2,673	541	1,490	1,091	407	-63%	600	68%
CJV45	Communication Training Officer	-	-	-	-	182	0%	600	30%
CJV60A	Breath Alcohol Testing	319	304	359	318	-	-100%	600	0%
CJV60B	CJ Employment Orientation	255	255	-	255	-	-100%	600	0%
CJV60E	Communication Training Officer	204	293	-	248	-	-100%	600	0%
CJV70	Basic/Reserve Officer LvIII/II	444	435	791	561	716	28%	600	119%
CJV80	POST Regular Basic Course	1,145	952	-	1,049	-	-100%	600	0%
CJV85	PC 832: Arrest/Search/Seizure	363	220	357	295	249	-16%	600	42%
CJV86	PC 832: Firearms	126	172	155	155	216	40%	600	36%
CJV89A	Intro to Forensic Science	-	537	-	537	-	-100%	600	0%
CJV89B	Intro to Forensic Science Lab	-	-	-	-	697	0%	600	116%
<b>TOTAL</b>	<b>Annual College WSCH Ratio</b>	<b>555</b>	<b>525</b>	<b>609</b>	<b>561</b>	<b>570</b>	<b>2%</b>	<b>600</b>	<b>95%</b>

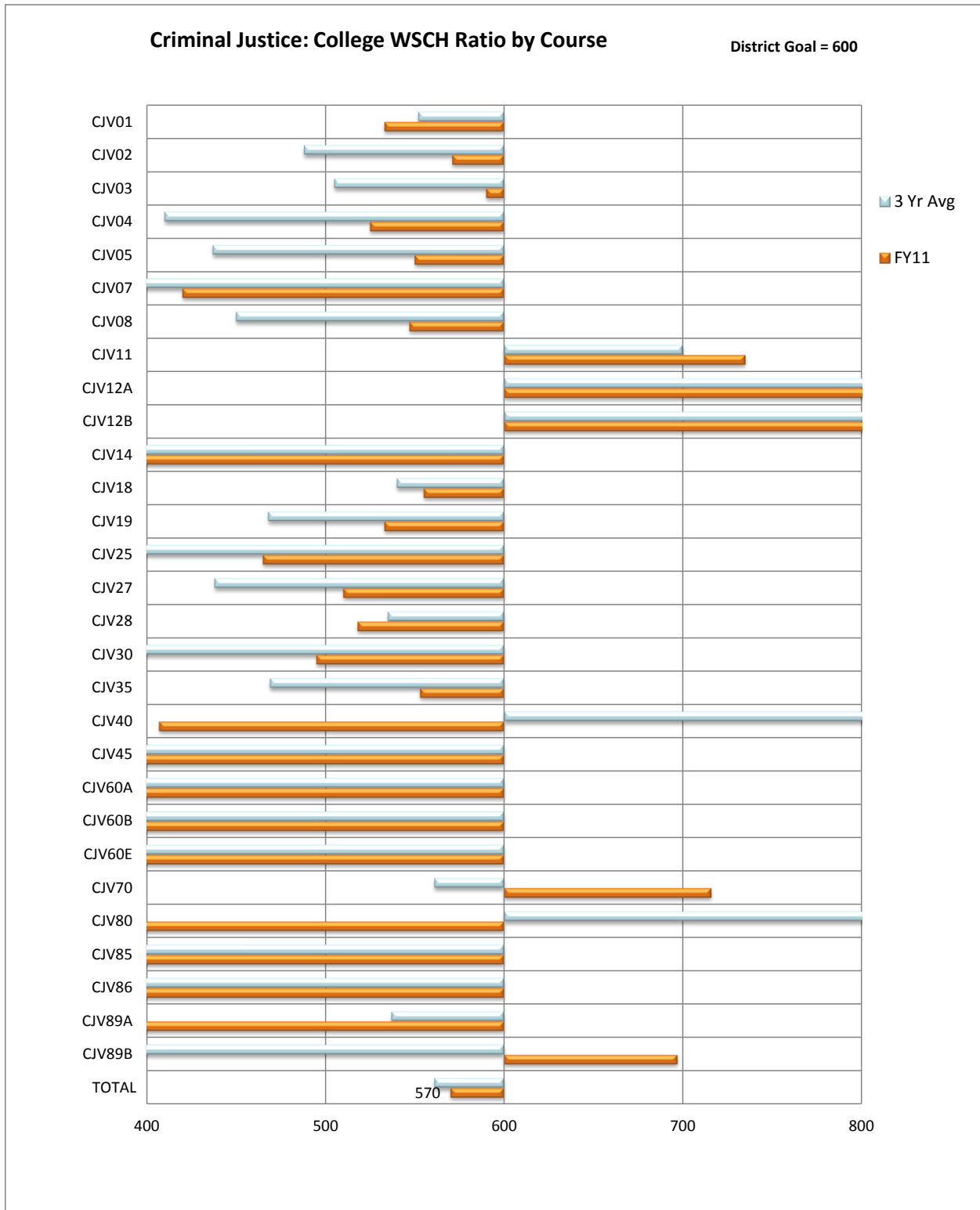
## **Criminal Justice Program Review**

2011-2012

### D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

# Criminal Justice Program Review 2011-2012



## **Criminal Justice Program Review**

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### D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

### D6: Interpretation of the Program Course Productivity Information

The Program Course Productivity Information tables provided in this section reference to both the college and district appears to be imprecise not accurately reflecting the program's offerings, especially during FY11. An accounting of actual courses offered is underway to provide an accurate representation of course, college and district productivity information.

## Criminal Justice Program Review

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### E1: Student Success Terminology

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

### E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CJ	FY08	522	300	189	199	77	203	235	34	1,774	1,524	1,210
CJ	FY09	524	381	253	214	102	242	292	22	2,043	1,738	1,372
CJ	FY10	637	444	278	152	106	244	222	16	2,104	1,877	1,511
CJ	3 Year Avg	561	375	240	188	95	230	250	24	1,974	1,713	1,364
CJ	FY11	602	428	241	122	101	166	226	17	1,915	1,677	1,393

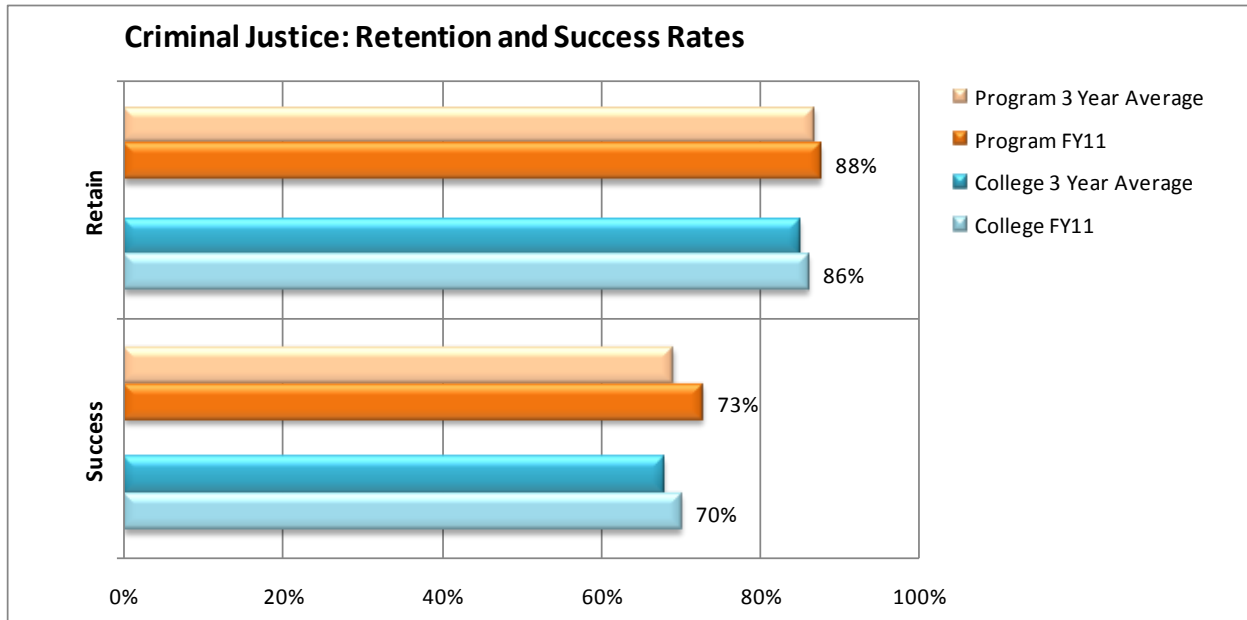
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CJ	FY08	29%	17%	11%	11%	4%	11%	13%	2%		86%	68%
CJ	FY09	26%	19%	12%	10%	5%	12%	14%	1%		85%	67%
CJ	FY10	30%	21%	13%	7%	5%	12%	11%	1%		89%	72%
CJ	3 Year Avg	28%	19%	12%	10%	5%	12%	13%	1%		87%	69%
CJ	FY11	31%	22%	13%	6%	5%	9%	12%	1%		88%	73%
<b>College</b>	<b>3 Year Avg</b>	<b>33%</b>	<b>19%</b>	<b>12%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>2%</b>		<b>85%</b>	<b>68%</b>
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

# Criminal Justice Program Review

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## E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

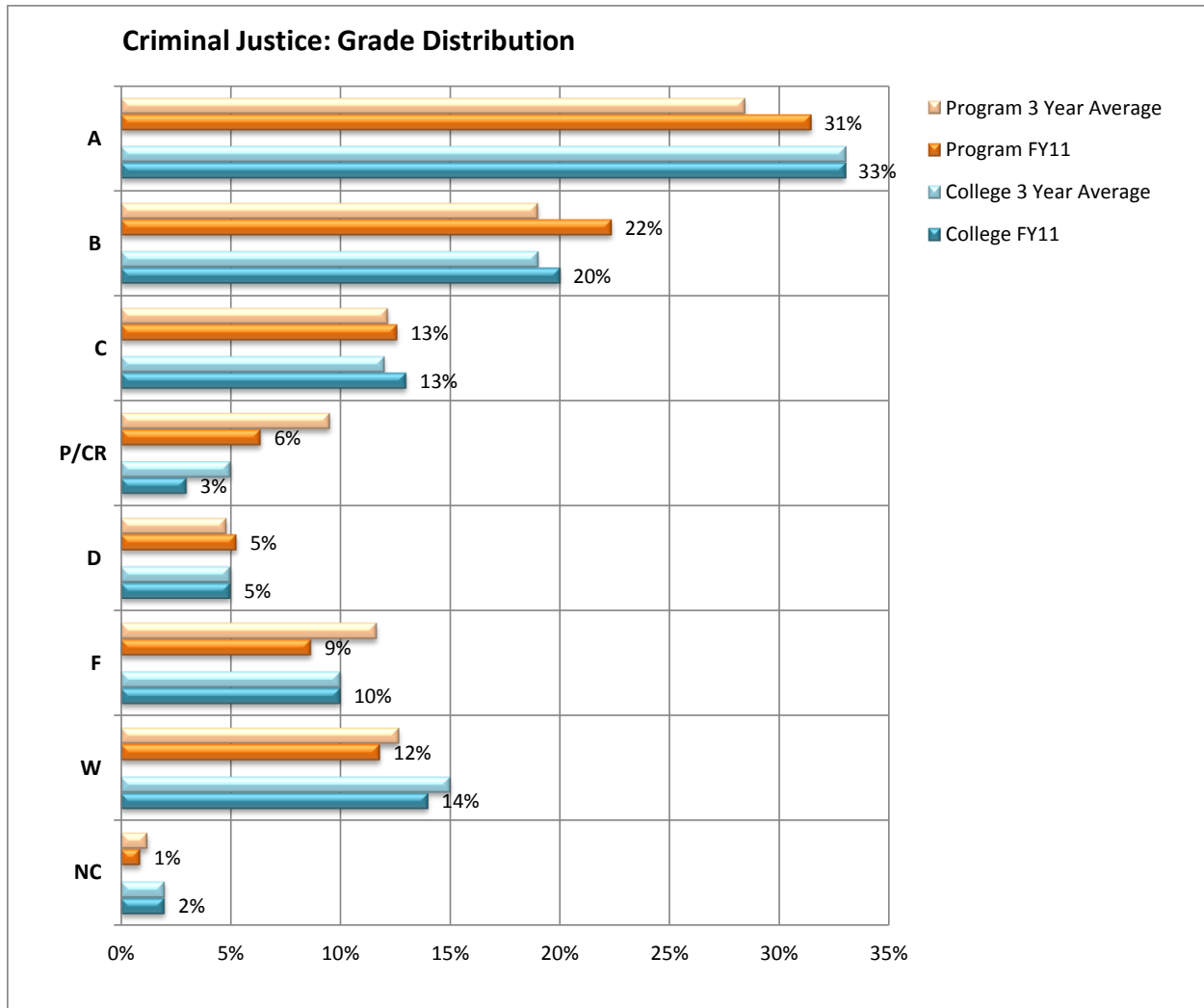


# Criminal Justice Program Review

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## E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



## E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

## **Criminal Justice Program Review**

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### E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Student success and retention rates in Criminal Justice are slightly higher than the prior three year average of the program. Grade distributions are slightly less than those of the college (33%) with 31% of the students receiving A's and slightly higher than the college average (20%) with 22% of successful students receiving B's. Also 9% of students received an F in the CJ program in FY 11 while the college was slightly higher at 10%.

Added in the Fall 2011 semester was a Learning Community linking one Introduction to Criminal Justice course with an English 02 class. Current literature and research finds that learning communities increase student success and retention.



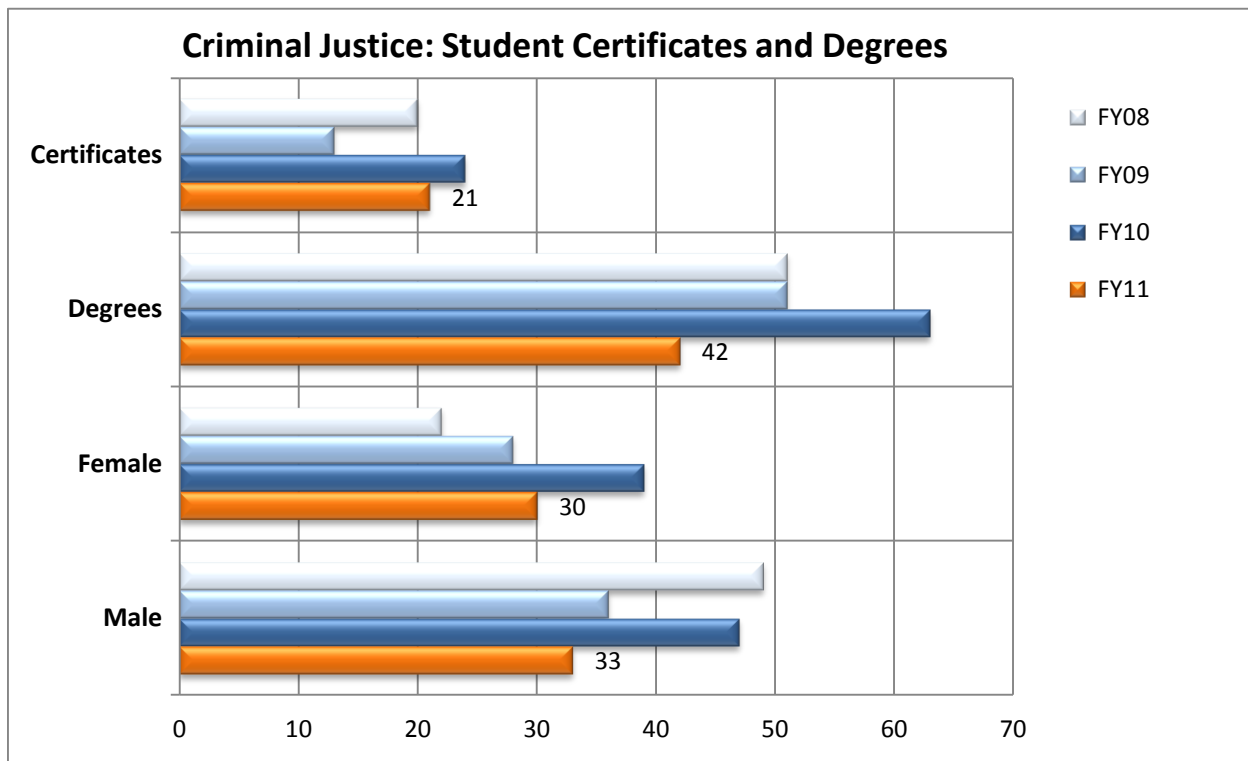
## Criminal Justice Program Review

2011-2012

### F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Administration of Justice	FY08	20	51	22	49
Administration of Justice	FY09	13	51	28	36
Administration of Justice	FY10	24	63	39	47
Administration of Justice	FY11	21	42	30	33
<b>Total Awards in 4 Years</b>		<b>78</b>	<b>207</b>	<b>119</b>	<b>165</b>



### F2: Interpretation of the Program Completion Information

In order to accurately interpret the Program Completion Information it is necessary to explore the information in the C2: Productivity Summary Table. This indicates that the 3 year average for courses offered in CJ is 112 while the course offerings were reduced by 10%, to 101 sections in FY11.

In addition more in-service peace officers are taking one or two courses to qualify for a pay raise or a promotion and although they are CJ majors they do not complete the program.

Research also shows that in FY11 there were 31 EAC students with a declared CJ major. Cutting EAC services has, or almost certainly will, impact the number of students persisting in the program and/or earning a degree or certificate of achievement.

## Criminal Justice Program Review

2011-2012

### G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CJ	FY08	918	580	35	39	13	24	30	135	761	993	20	28
CJ	FY09	1,099	648	22	45	15	40	28	146	911	1,119	13	26
CJ	FY10	1,120	692	40	67	14	24	31	116	907	1,183	14	25
<b>CJ</b>	<b>3 Year Avg</b>	<b>1,046</b>	<b>640</b>	<b>32</b>	<b>50</b>	<b>14</b>	<b>29</b>	<b>30</b>	<b>132</b>	<b>860</b>	<b>1,098</b>	<b>16</b>	<b>26</b>
<b>CJ</b>	<b>FY11</b>	<b>1,123</b>	<b>538</b>	<b>19</b>	<b>76</b>	<b>9</b>	<b>23</b>	<b>23</b>	<b>104</b>	<b>848</b>	<b>1,066</b>	<b>1</b>	<b>24</b>
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
<b>College</b>	<b>FY11</b>	<b>13,034</b>	<b>10,566</b>	<b>977</b>	<b>1,040</b>	<b>196</b>	<b>886</b>	<b>402</b>	<b>1,688</b>	<b>15,734</b>	<b>13,014</b>	<b>40</b>	<b>24</b>

This table shows the program and college percentage of census enrollments for each demographic category.

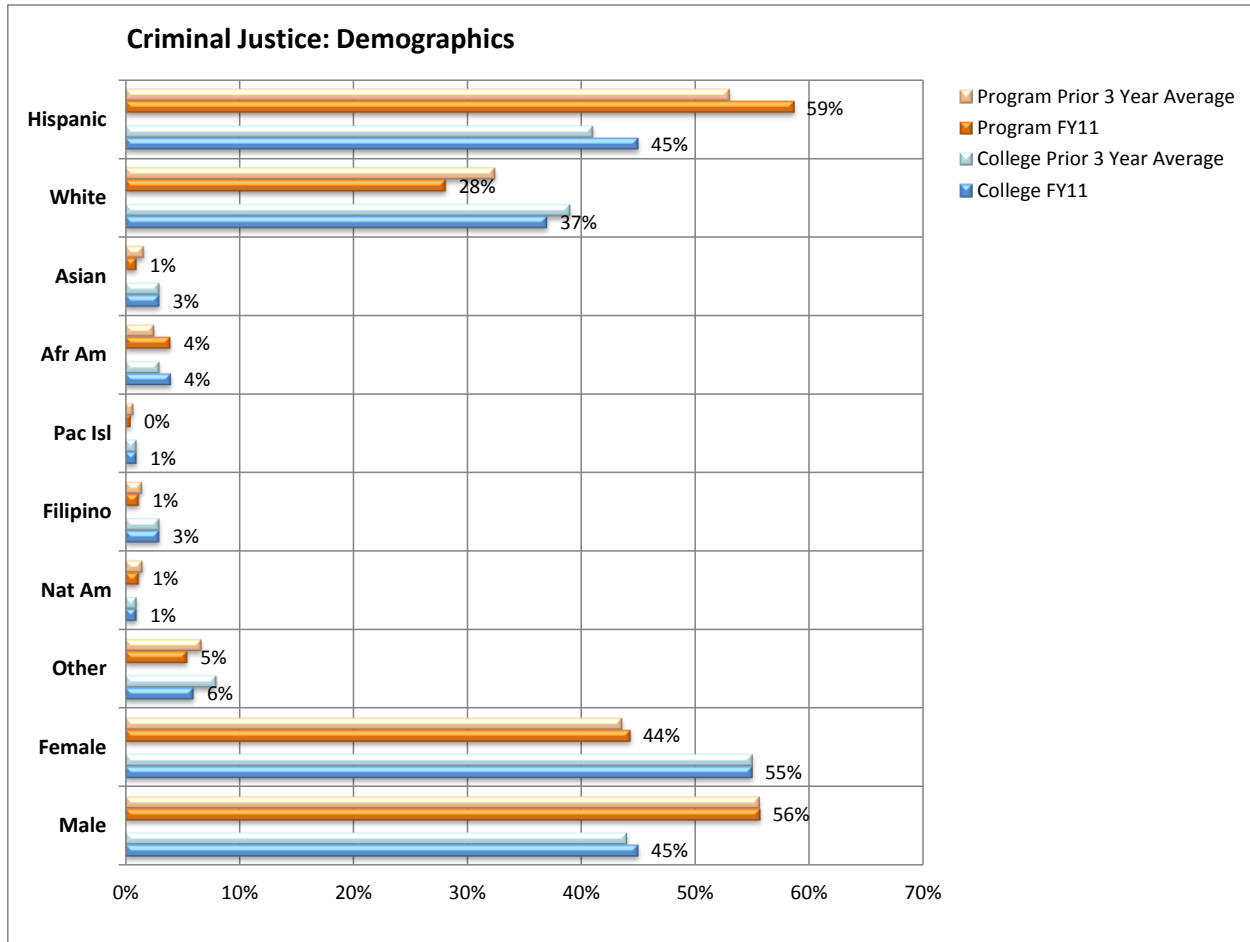
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CJ	FY08	52%	33%	2%	2%	1%	1%	2%	8%	43%	56%	1%	28
CJ	FY09	54%	32%	1%	2%	1%	2%	1%	7%	45%	55%	1%	26
CJ	FY10	53%	33%	2%	3%	1%	1%	1%	6%	43%	56%	1%	25
<b>CJ</b>	<b>3 Year Avg</b>	<b>53%</b>	<b>32%</b>	<b>2%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>7%</b>	<b>44%</b>	<b>56%</b>	<b>1%</b>	<b>26</b>
<b>CJ</b>	<b>FY11</b>	<b>59%</b>	<b>28%</b>	<b>1%</b>	<b>4%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>5%</b>	<b>44%</b>	<b>56%</b>	<b>0%</b>	<b>24</b>
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
<b>College</b>	<b>FY11</b>	<b>45%</b>	<b>37%</b>	<b>3%</b>	<b>4%</b>	<b>1%</b>	<b>3%</b>	<b>1%</b>	<b>6%</b>	<b>55%</b>	<b>45%</b>	<b>0%</b>	<b>24</b>

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## G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



## G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

## G4: Interpretation of the Program Demographic Information

The average age of CJ students is getting younger, falling from 26 years old in the 3 year average to 24 years old in FY11. This mirrors the college average age.

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The ethnic and gender distribution in CJ has remained relative constant over the past three years. The ethnic distribution increased by 6% in the Hispanic category and decreased in the same time period by 4% in the White category in FY11.

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## 4. Performance Assessment

### A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate an understanding of the American Criminal Justice system and the scope of responsibilities of the various local, state, and federal law enforcement agencies beginning with arrest through parole.	Students will be evaluated in CJ V01 and related classes using assessment methods as identified in the appropriate course level SLOs. At a minimum 70% of the students enrolled in these courses will achieve mastery.
<b>Operating Information</b>	
In CJ V01, 89% of the students were able to perform at or above a "C" level. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.	
<b>Analysis – Assessment</b>	
In the one course evaluated, students met the performance goal.	

Program-Level Student Learning Outcome 2	Performance Indicators
Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system	Students will be evaluated in CJ V01, CJ V28 and CJ V30 using assessment methods as identified in the appropriate course level SLOs. At a minimum 70% of the students enrolled in these courses will achieve mastery.
<b>Operating Information</b>	
In CJ V28, 30% of the students were able to perform at or above a "C" level or higher. CJ V30 was not evaluated in FY11.	
<b>Analysis – Assessment</b>	
CJ V28 will be evaluated again this semester using a different instructor with an expectation that at least 70% of the students will attain a grade of "C" or higher, a raise of at least 43%. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO. Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

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Program-Level Student Learning Outcome 3	Performance Indicators
Describe the system's responsibilities to the community, factors in crime causation, the social implications of crime and communication barriers between the system and the community.	Students will be evaluated in CJ V03, CJ V28 and CJ V30 using assessment methods as identified in the appropriate course level SLOs. At a minimum 70% of the students enrolled in these courses will achieve mastery.
<b>Operating Information</b>	
In CJ V03, 83% of the students and in CJ V28, 30% of the students were able to perform at or above a "C" level. CJ V30 was not evaluated in FY11. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.	
<b>Analysis – Assessment</b>	
CJ V28 will be evaluated again this semester using a different instructor with an expectation that at least 70% of the students will attain a grade of "C" or higher, a raise of at least 43%. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO. Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

Program-Level Student Learning Outcome 4	Performance Indicators
Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.	Students will be evaluated in CJ V03, CJ V28 and CJ V30 using assessment methods as identified in the appropriate course level SLOs. At a minimum 70% of the students enrolled in these courses will achieve mastery.
<b>Operating Information</b>	
In CJ V03, 83% of the students and in CJ V28, 30% of the students were able to perform at or above a "C" level. CJ V30 was not evaluated in FY11. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.	
<b>Analysis – Assessment</b>	
CJ V28 will be evaluated again this semester using a different instructor with an expectation that at least 70% of the students will attain a grade of "C" or higher, a raise of at least 43%. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO. Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

Program-Level Student Learning Outcome 5	Performance Indicators
Analyze legal concepts and make rational decisions about case processing. Demonstrate	Students will be evaluated in CJ V02, CJ V04 and CJ V05 using assessment methods as identified in the

## Criminal Justice Program Review

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knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law. Apply basic investigative proficiencies.	appropriate course level SLOs. At a minimum 70% of the students enrolled in these courses will achieve mastery.
<b>Operating Information</b>	
In CJ V02, 82% of the students, in CJ V04, 90% of the students and in CJ V05 82% of the students 97% of the students were able to perform at or above a “C” level. Other related courses in the program are to be evaluated in the future after development of appropriate rubrics for measuring this program-level SLO.	
<b>Analysis – Assessment</b>	
Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies.	

Program-Level Student Learning Outcome 6	Performance Indicators
Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education.	All CJ classes, whether preparing a student for transfer to a university or for entering the workforce require a demonstration of critical thinking and analytical skills to some degree. These skills are evaluated throughout the semester in a variety of ways including, but not limited to: Role playing, scenario testing, essay tests, Multiple choice tests, small and large group discussions, small and large group projects and oral presentations.
<b>Operating Information</b>	
All CJ classes offered and evaluated during the spring semester 2011 averaged 82% of the students were able to perform at or above a “C” level.	
<b>Analysis – Assessment</b>	
Data relating to this SLO has been collected, but further analysis of this data will be required. Additional data will need to be gathered and interpreted due to variations in instructor data collection methodologies in measuring critical thinking and analytical skills.	

### 4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the <b>program’s</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate for the average of the <b>program’s</b> retention rate for the prior three years.
<b>Operating Information</b>	
CJs prior three year average retention rate was 87%. CJ s FY11 retention rate was 88%.	

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<b>Analysis – Assessment</b>
In FY 11 CJs student retention rate was 1% greater than the program average for the prior three years and this Student Success Outcome was met. (The CJ department is on track with serving the needs of the students and improving student retention.

Student Success Outcome 2	Performance Indicators
The program will maintain its retention rate from the average of the <b>college's</b> prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate for the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
The college prior three year average retention rate was 85%. CJs FY11 retention rate was 87%.	
<b>Analysis – Assessment</b>	
CJ student retention rate in FY 11 was 3% greater than the college average for the prior three years. The CJ department is on track with serving the needs of the students and improving student retention. A variety of student support services are available including, tutoring, financial aid, and instructor office hours. Extraordinary services were provided to CJ program students including a textbook lending program and counseling. Barring any unforeseen scheduling conflicts caused by the possible addition of 2 full time CJ instructors if Moorpark College's CJ program is disbanded courses will continue to be offered at times that are convenient for students. A scheduling matrix will be used to prevent conflicts with single section major's classes in the Career and Technical Education division.	



## Criminal Justice Program Review

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Student Success Outcome 3	Performance Indicators
The program will maintain the student success rates from the average of the <b>program's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain the retention rate for the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
CJs prior three year average student success rate was 70%. CJs FY11 retention rate was 73%. (3E2 and 3E3)	
<b>Analysis – Assessment</b>	
In FY 11 the CJ student success rate was 3% greater than the program average for the prior three years. (See Table E2 and Graph E3) The CJ department is on track with serving the needs of the students and improving student success. It is likely that student success was improved by the student support services provided by the tutoring and reading and writing center. Tutoring is offered through the Tutoring Center for all levels of CJ. Instructors meet with students during office hours to address student concerns.	

Student Success Outcome 4	Performance Indicators
The program will maintain the student success rates from the average of the <b>college's</b> prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain the retention rate for the average of the <b>program's</b> retention rate for the prior three years.
<b>Operating Information</b>	
The college prior three year average student success rate was 68%. CJs FY11 retention rate was 73%.	
<b>Analysis – Assessment</b>	
In FY 11, the CJ student success rate was 5% greater than the college average for the prior three years. This success is coupled with constant enrollments and more importantly reflects the dedication and hard work of the CJ faculty, supported by other college services and departments. Tutoring is offered through the Tutoring Center for all levels of CJ. Instructors meet with students during office hours to address student concerns.	

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Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees at a rate consistent with the rates established in FY11.	At the very least maintain the number of students earning a certificate to a minimum at a rate consistent with the rates established in FY11.
<b>Operating Information</b>	
Twenty-one certificates and forty-two degrees were earned in FY11, compared to an average over the previous 3 years of 19 certificates and 53 degrees.	
<b>Analysis – Assessment</b>	
<p>As described in C4: Interpretation of the Program Productivity Information the C2: Productivity Summary Table and the C3: Comparative Productivity Changes Chart indicate that the program offerings have remained relatively constant over the prior three years average while the number of sections offered in FY11 have decreased by 10% while the college has decreased 12% during the same time periods. The WSCH/FTEF ratio has been trending upward since FY08 and is currently at 569, which is below the apparent arbitrary district goal of 600 for the CJ Program.</p> <p>The C-2 Chart also shows a reduction in FTES of 22%, in FT Faculty of 26% and in PT Faculty of 22% while at the same time increasing WSCH by 2% because more students are being allowed into classes making the program more efficient and effective in delivery of services to students.</p> <p>Outreach to all students in the CJ Program detailing the advantages of a CJ Program certificate and AS degree should lead to an increase in degrees and certificates.</p>	

## Criminal Justice Program Review

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### C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 600 goal set by the district.	The program will maintain the percentage of the efficiency goal of 600 set by the district.
<b>Operating Information</b>	
The WSCH/Faculty FTE ratio data is reported in 3D3 and 3D4 (for the college) and in 3D1 and 3D2 (for the district) and are identical. Both charts indicate a +2% change in WSCH ratios for the previous three year average and the ratio for FY11. Both charts also note that the district goal for CJ is 600 and percent of goal met is 95%.	
<b>Analysis – Assessment</b>	
Efficiency appears to be near the upper limit. Even though the CJ program scheduling and the number of sections have been reduced by 10% over the last few years it appears to meet the needs of those students enrolled; however, the demand appears to be greater than the available number of sections since some students are turned away from classes due to an insufficient number of sections. Caution should be exercised in any decisions made to further reduce the number of CJ sections offered in the future.	

Program Operating Outcome 2	Performance Indicators
Overall the inventory of instructional equipment is out of date therefore it is unknown if it is functional, current, and otherwise adequate to maintain a quality-learning environment. Once the inventory is brought up to date inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
<b>Operating Information</b>	
The inventory list is out of date and needs to be reviewed and revised (3B1)	
<b>Analysis – Assessment</b>	
A plan to bring the inventory up to date is currently being explored.	

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Program Operating Outcome 3	Performance Indicators
The CJ program will continue to improve its curriculum and learning environment. The program should review curriculum and assess equipment needs including maintenance to assure that student needs are being met.	The review of curriculum is guided by the course-level and program –level SLO evaluation process and student’s success in meeting SLOs. Equipment needs will be assessed by following trends in the law enforcement community as well as the forensic scientific community as well as requirements of the industry.
<b>Operating Information</b>	
The CJ department will continue to assess course-level and program-level SLOs to determine the effectiveness of instruction and to identify and formulate changes in curriculum.	
<b>Analysis – Assessment</b>	
Since we have only evaluated some of our course SLOs once we do not have sufficient SLO data to make an informed analysis of this Program Operating Outcome.	

Program Operating Outcome 4	Performance Indicators
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

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## 5. Findings

### Finding 1

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is underway to provide an accurate equipment list. A quick survey of existing equipment shows that CJ has some up to date of equipment, the majority of which was acquired through VTEA grants for the CJ program Criminal Investigation and the CJ/Anthropology programs Introduction to Forensic Science classes.

Overall the inventory of instructional equipment is out of date therefore it is unknown if it is functional, current, and otherwise adequate to maintain a quality-learning environment. Once the inventory is brought up to date inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available. (See analysis in B2: Interpretation of the Program Inventory Information and Program Operating Outcome 2)

### Finding 2

The CJ program has maintained a strong (95%) 600 efficiency goal set by the district. (See Section 3 - Operating Information: D3 Table, D4 Chart, D6 Analysis, and Student Success Outcomes 1 and 2.)

### Finding 3

The curriculum is current and is meeting the needs of the students but only if the current offerings are no longer impacted by reductions in the number of classes offered. Retention and success rates are in line with the college. See Table 3E2, Chart 3E3, and Data Interpretation E6. The number of Chemistry Technician certificates and AS degrees awarded is relatively low. (See Chart 3F1 and analysis 3F2.)

### Finding 4

Student success and retention rates in Criminal Justice are slightly higher than the prior three year average of the program. Grade distributions are slightly less than those of the college (33%) with 31% of the students receiving A's and slightly higher than the college average (20%) with 22% of successful students receiving B's. Also 9% of students received an F in the CJ program in FY 11 while the college was slightly higher at 10%.

Added in the Fall 2011 semester was a Learning Community linking one Introduction to Criminal Justice course with an English 02 class. Current literature and research finds that learning communities increase student success and retention.

(See E2 Table, E3 Chart, E4 Chart, E6: Interpretation of Program Retention, Student Success, and Grade Distribution, and Program level SLOS 1through 6)

# Criminal Justice Program Review

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## 6. Initiatives

### Initiative

Instructional Technology

**Initiative ID:** CJV1201

### Links to Finding 1

Included in Instructional Technology is Improvement in Curriculum Content, Operating Improvement and Instructional Improvement. Instructors understood that information and technology are rapidly changing and improving. By keeping up to date with, and implementing changes and improvements instructors will be able to be more effective and efficient in their instruction strategies and the students will be able to retain what they have learned. When the Instructional Technology is improved so is the content of the curriculum, the improvement of operations and instruction.

A computer program that will enable all instructors to access certain up to date resources relevant to Criminal Justice no matter where they are, at home or on campus, would also be needed to implement Initiative #1.

### Benefits:

With the addition of technology to the curriculum the student, for instance in our criminal investigation and forensic science courses, will be able to participate in a more realistic atmosphere by using the state of the art technology that is in current use in the field. This will allow the students to more realistically be involved in and demonstrate their ability to identify, locate and describe how to collect and preserve evidence in the field.

### Request for Resources

**TRAINING:** Along with the use of the latest in technological equipment comes training to use that equipment. Instructors will need to take train the trainer courses to be well versed in the use and application of the selected technology. This will include off campus training as well as vendor supplied training.

**MATERIALS AND SUPPLIES:** Some of the technology will require the use of material that will need to be replaced over time.

**Equipment/Technology:** With the use of new equipment and technology comes the need for tech and resource support. Regularly scheduled maintenance for computers and other high tech equipment, updated of software and equipment repair should necessarily be included in any attempt to improve the use of technology.

### Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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## Initiative

Operating improvements - Block scheduling

**Initiative ID: CJV1202**

## Links to Finding 2

Block scheduling is also an important project that should be undertaken. Not only will it reduce the amount of hours that our classrooms are being used but on electricity and maintenance of those classrooms as well.

## Benefits

Students will benefit by being able to schedule their outside family and work life as well. This will improve student retention and success and enable the CJ program to maintain or improve the strong (95%) 600 efficiency goal set by the district.

## Request for Resources

**None**

## Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

## Criminal Justice Program Review 2011-2012

### 6A: Initiatives Priority Spreadsheet

Criminal Justice Program Review Spreadsheet											
Line Number	Division Code	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1	36	Criminal Justice	3				CJV1201	Instructional Technology including maintenance agreements	Curriculum Content, Operating and Instructional Improvement.	3	unknown
2	36	Criminal Justice	0				CJV1202	Block Scheduling	Block scheduling will it reduce the amount of hours that classrooms are being used, limit electricity use and maintenance costs. Students will benefit by being able to schedule their outside family and work life as well. This will improve student retention and success.	0	n/a
3											

#### Personnel – Faculty Requests

N/A

#### Personnel – Other Requests

N/A



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## Computer Equipment and Software

See spread sheet above

## Other Equipment Requests

N/A

## Facilities Requests

N/A

## Other Resource Requests

N/A

### 6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

### 6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

## **Criminal Justice Program Review**

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### 6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

### 7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

### 7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.