# Criminal Justice Program Review
## 2012-2013

### 1. Program/Department Description

## 1A.  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.

## 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

## 1B.  2012-2013 Estimated Costs (Certificate of Achievement ONLY)
*Required for Gainful Employment regulations.*

|  | Cost |  | Cost |  | Cost |  | Cost |
|---|---|---|---|---|---|---|---|
| Enrollment Fees |  | Enrollment Fees |  |  |  |  |  |
| Books/ Supplies |  | Books/ Supplies |  |  |  |  |  |
| Total |  | Total |  | Total |  | Total |  |

## 1C.  Criteria Used for Admission

## 1D.  College Vision
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

## 1E.  College 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.

## 1F.  College 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

## 1G.  Program/Department Significant Events (Strengths and Successes)

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.

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.

K.  Organizational Structure

President: Robin Calote
        Executive Vice President: Ramiro Sanchez
             Dean: Jerry Mortensen
                 Department Chair: Ted Prell

Instructors and Staff

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

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

# Criminal Justice Program Review
## 2012-2013

### 2. Performance Expectations

**2A.   Student Learning Outcomes**

> **2A1.  2012-2013** - _Institutional_ **Student Learning Outcomes**
> 1. Communication - written, oral and visual
> 2. Reasoning - scientific and quantitative
> 3. Critical thinking and problem solving
> 4. Information literacy
> 5. Personal/community awareness and academic/career responsibilities
>
> **2A2.  2012-2013** - _Program_**Level Student Learning Outcomes**
> **_For programs/departments offering degrees and/or certificates_**
> 1.
>
> 2.
>
>
> **2A3.  2012-2013** - _Course_ **Level Student Learning Outcomes**
> _Attached to program review (See appendices)._

**2B.  2012-2013 Student SUCCESS Outcomes**
> 1.
>
> 2.

**2C. 2012-2013 Program OPERATING Outcomes**
> 1.
>
> 2.

**2D.  Mapping of Student Learning Outcomes  -** _Refer to TracDat_

## 3. Operating Information

### 3A.   Productivity Terminology Table

| | |
|---|---|
| **Sections** | A credit or non-credit class. <br> Does not include not-for-credit classes (community education). |
| **Census** | Number of students enrolled at census (typically the 4$^{th}$ week of class for fall and spring). |
| **FTES** | Full Time Equivalent Students <br> A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. <br> 525 student contact hours = 1 FTES. <br> Example:  400 student contact hours = 400/525 = 0.762 FTES. <br> The State apportionment process and District allocation model both use FTES as the primary funding criterion. |
| **FTEF** | Full Time Equivalent Faculty <br> A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. <br> 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. <br> FTEF includes both Full-Time Faculty and Part-Time Faculty. <br> FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty).  This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs. |
| **Cross Listed FTEF** | 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. |
| **XL FTE** | 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. <br> Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers). |
| **WSCH** | Weekly Student Contact Hours <br> 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. <br> Example:  20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty.  (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF. |
| **WSCH to FTES** | Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). <br> Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15 |
| **District Goal** | Program WSCH ratio goal.  WSCH/FTEF <br> The District goal was set in 2006 to recognize the differences in program productivity. |

**3B: Student Success Terminology**

| Census | Number of students enrolled at Census (typically the 4$^{th}$ week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes. |
|---|---|
| Retain | 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% |
| Success | Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC. |

**Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at**
*http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml*

**In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.**

**3C: 2012 - 2013 Please provide program interpretation for the following:**

**3C1: Interpretation of the Program Budget Information**

**3C2: Interpretation of the Program Inventory Information**

**3C3: Interpretation of the Program Productivity Information**

**3C4:  Interpretation of the Program Course Productivity Information**

**3C5:  Interpretation of Program Retention, Student Success, and Grade Distribution**

**3C6:  Interpretation of the Program Completion Information**

**3C7:  Interpretation of the Program Demographic Information**

### 4. Performance Assessment

**4A1: 2012-2013 Institutional Level Student Learning Outcomes**

| Institutional Level Student Learning Outcome 1 | Performance Indicators |
| --- | --- |
| Communication | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

| Institutional Level Student Learning Outcome 2 | Performance Indicators |
| --- | --- |
| Reasoning – Scientific and Quantitative | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

| Institutional Level Student Learning Outcome 3 | Performance Indicators |
| --- | --- |
| Critical Thinking and problem solving | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

| Institutional Level Student Learning Outcome 4 | Performance Indicators |
| --- | --- |
| Information Literacy | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

| Institutional Level Student Learning Outcome 5 | Performance Indicators |
| --- | --- |
| Personal/community awareness and academic / career responsibilities | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

**4A2:   2012-2013 Program Level Student Learning Outcomes -** *For programs/departments offering degrees and/or certificates*

| Program-Level Student Learning Outcome 1 | Performance Indicators |
| --- | --- |
| | |
| **Operating Information** | |
| | |
| **Analysis – Assessment** | |
| | |

| Program-Level Student Learning Outcome 2 | Performance Indicators |
|---|---|
| | |
| Operating Information | |
| | |
| Analysis – Assessment | |
| | |

| Program-Level Student Learning Outcome 3 | Performance Indicators |
|---|---|
| | |
| Operating Information | |
| | |
| Analysis – Assessment | |
| | |

| Program-Level Student Learning Outcome 4 | Performance Indicators |
|---|---|
| | |
| Operating Information | |
| | |
| Analysis – Assessment | |
| | |

| Program-Level Student Learning Outcome 5 | Performance Indicators |
|---|---|
| | |
| Operating Information | |
| | |
| Analysis – Assessment | |
| | |

**4A3:** 2012-2013 **Course Level Student Learning Outcomes -** *Refer to TracDat*

**4B:** 2012-2013 **Student Success Outcomes**

| Student Success Outcome 1 | Performance Indicators |
|---|---|
|  |  |
| **Operating Information** ||
|  ||
| **Analysis – Assessment** ||
|  ||

| Student Success Outcome 2 | Performance Indicators |
|---|---|
|  |  |
| **Operating Information** ||
|  ||
| **Analysis – Assessment** ||
|  ||

**4C.** 2012-2013 **Program Operating Outcomes**

| Program Operating Outcome 1 | Performance Indicators |
|---|---|
|  |  |
| **Operating Information** ||
|  ||
| **Analysis – Assessment** ||
|  ||

| Program Operating Outcome 2 | Performance Indicators |
|---|---|
|  |  |
| **Operating Information** ||
|  ||
| **Analysis – Assessment** ||
|  ||

**4D. Program Review Rubrics for Instructional Programs**

### Academic Programs

| Point Value | Element | Score |
|---|---|---|
| Up to 6 | Enrollment demand | |
| Up to 6 | Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space) | |
| Up to 4 | Agreed-upon productivity rate | |
| Up to 4 | Retention rate | |
| Up to 3 | Success rate (passing with C or higher) | |
| Up to 3 | Ongoing and active participation in SLO assessment process | |
| **Total Points** | **Interpretation** | |
| 22 – 26 | Program is current and vibrant with no further action recommendation | |
| 18 – 21 | Recommendation to attempt to strengthen the program | |
| Below 18 | Recommendation to consider discontinuation of the program | |

**TOTAL**

### CTE Programs

| Point Value | Element | Score |
|---|---|---|
| Up to 6 | Enrollment demand | |
| Up to 6 | Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space) | |
| Up to 6 | Program success (degree / certificate / proficiency award completion over 4 year period) | |
| Up to 4 | Agreed-upon productivity rate | |
| Up to 4 | Retention rate | |
| Up to 4 | Employment outlook for graduates / job market relevance | |
| Up to 3 | Success rate (passing with C or higher) | |
| Up to 3 | Ongoing and active participation in SLO assessment process | |
| **Total Points** | **Interpretation** | |
| 31 - 36 | Program is current and vibrant with no further action recommendation | |
| 25 - 30 | Recommendation to attempt to strengthen the program | |
| Below 25 | Recommendation to consider discontinuation of the program | |

### 5. Findings

**2012-2013** - **FINDINGS**

**Finding 1:**

**Finding 2:**

**Finding 3:**

**Finding 4:**

**Finding 5:**

# Criminal Justice Program Review
## 2012-2013

### 6. Initiatives

**6A: 2011-2012 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) | |

**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
## 2012-2013

## 2011-2012 - FINAL Program Initiative Priority Ratings

| Line Number | Program | Category | 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 | Estimated Cost | Adjusted Cost | Accumulated Costs | Full Time or Part Time |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Criminal Justice | None | 0 | L | | | CJ1202 | Block Scheduling | Block scheduling will it recude 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. | - | | - | |
| 2 | Criminal Justice | None | 0 | L | | | CJ1201 | Improve Student Retention | | | | - | |
| 3 | Criminal Justice | Technology | 3 | M | M | H | CJ1201 | Instructional Technology including maintenance agreements | Curriculum Content, Operating and Instruction Improvement | 10,000 | 10,000 | 10,000 | |

**6B:** 2012-2013 INITIATIVES

**Initiative ID should be consistent.  For example:**
**2011-2012 identified initiatives - ART1201, ART1202, etc.**
**2012-2013 identified initiatives - ART1301, ART1302, etc.**

**Initiative 1**
**Initiative ID**
**Links to Finding**
**Benefits -**
**Request for Resources**
**Funding Sources**

| | |
|---|---|
| No new resources are required (use existing resources) | |
| 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.) | |

**Initiative 2:**

**Initiative 3:**

**Initiative 4:**

**6C:** **2012-2013** **Program Initiative Priority Ratings**

| Program | Finding Number | Category | Program Priority (R, H, M, L) | Division Priority (R,H,M,L) | Committee Priority (R, H, M, L) | College Priority (H, M, L) | Initiative ID | Initiative Title | Resource Description | Estimated Cost |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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**6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:**

### Program/Department Level Initiative Prioritization
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

### 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 will then be prioritized using the **RHML** priority levels defined below.

### Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

### 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 **RHML**priority levels defined below.

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

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

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

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

### 7.  Process Assessment and Appeal

**7A.   Purpose of Process Assessment**

The purpose of program review assessment is to evaluate the process for continual improvement.  The process is required for accreditation and your input is very important to us as we strive to improve.

**7B.   2012 - 2013 ASSESSMENT QUESTIONS**

**1.**   Did you complete the program review process last year, and if so, did you identify program initiatives?

**2a.** Were the identified initiatives implemented?

**2b.** Did the initiatives make a difference?

**3.**   If you appealed or presented a minority opinion for the program review process last year, what was the result?

**4.**   How have the changes in the program review process worked for your area?

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

**7C.   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 appropriate formthat 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.