



Criminal Justice Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Initiative

Operating improvements - Block scheduling
Status - Pending

Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.

Initiative

Instructional Technology
Status- Pending; none were funded, changes occurred.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

In terms of Student Success; in last year's PR report it was noted that in the Fall 2011 semester a Learning Community was added 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. Although that particular class has not been tracked specifically the retention and success of students over all in Introduction to Criminal Justice has improved since the addition of the Learning Community. In 2011 retention/success were at 87% and 70% respectively. In 2012 it was 87% and 72% and in 2013 retention/success was 93% and 79% respectively.

Section II - Description

A. Description of Program/Department

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

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

CJV70, the Reserve Academy, that graduated 40-50 students each semester, was discontinued for an, as of yet, unspecified time.

With the discontinuance of the Reserve Academy our staffing has been impacted by at least 4 Academy Instructors that chose to start teaching their PAL in academic classes on campus. This caused several seasoned part time instructors with less seniority to lose the classes they had been teaching in favor of



Criminal Justice Program Review

2013-2014

the Academy Instructors. In addition a good percentage of the above 40-50 students per semester that had been graduating from the Reserve Academy were potentially removed from the community work force as these students need the certification from the California Commission on Peace Officer Standards and Training (POST) Reserve Academy to get an appointment as a reserve officer for 4 of the 5 local (police and Sheriff’s Department) law enforcement agencies in Ventura County that have a Reserve Officer Program.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost
Enrollment Fees	\$966.00
Books/Supplies	\$1050.00
Total	\$2016.00

D. Criteria Used for Admission

None

E. College Vision

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

F. College Mission

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. 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



Criminal Justice Program Review

2013-2014

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean:Dr. Kathleen Schrader

Department Chair: Ted Prell

Faculty/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.

Section IIIa – Data and Analysis

A. SLO Data

Provide highlights of what you learned last year in your assessments and discussions.

The students that are passing our CJ courses were doing so with a “C” or better grade.

Provide highlights of some of the changes made as a result of the assessments and discussions

Several instructors strengthened their resolve to provide the student with more support resources.

New strategies to improve student learning were implemented.

How did the changes affect student learning – or how do you anticipate that they will?

It is anticipated that with more encouragement via assignments made at the beginning of the semester from the instructors that relate to student skills in the areas of reading comprehension, writing, study habits, time management and attendance the students will take advantage of the many resources available on campus.

Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning?

All CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes should have a Supplemental Instruction Aid assigned.

See initiatives CJV1301-CJV1306 below for further information.

What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Creating a block schedule for all CJ courses would improve student learning and retention by allowing students to go to school 2 or 4 days a week with Fridays off.

This would allow more time to study, work, provide child care, etc. It would also cost the college



Criminal Justice Program Review

2013-2014

less money to provide all the services they do one day a week less as well as saving on maintenance, custodial services; gas, electrical and water use. See initiatives CJV1301-CJV1306 below for further information.

Comment on the status of your SLO rotational plan, mapping, and other TracDat work.

Since this is the first semester we have actually used the rotational plan, in theory, because that's all we have to go on at this time, the mapping and rotational plan should make the regularly scheduled evaluation of individual courses and how they link to PSLOs and ISLOs more effective and efficient. Time will tell. To those that use Tracdat on an infrequent basis the system remains a mystery.

B. Performance Data

1. Retention – Program and Course

How does your program's retention rate compare to the college overall?

CJ – 89%/VC – 86%.

Is comparing it to the college average appropriate or not?

Comparing these numbers to the college average is inappropriate. CJ is a CTE program. By comparing our retention and success numbers with the college as a whole, that includes English classes, math classes, science classes, etc. is like comparing apples to tacks. Comparing with other CTE course like Nursing and Paramedics is more appropriate.

In looking at your program's retention rate over the past three years, is there a trend? If so, explain.

The trend that is obvious is that CJ maintains a steady enrollment of students independent of outside factors. For instance over the last 4 years the average retention rate has been 88.5%; 2 years at 88% and 2 years at 89%.

In looking at the disaggregated data by ethnicity are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?

Overall there are no "gaps" in CJ Program retention for any specific ethnicities. In CJ classes it is apparent from the provided FY 13 data that the majority of students that finish the courses are Hispanic (92%) and White (89%). Other ethnicities make up a very small, less than 4%, percentage of those participating in the CJ Program.

However there are several CJ classes; CJV14, CJV19, CJV27 and CJV35/35L that are low (under 70%) in retention and/or success. For these classes pre-class resource orientation programs and beginning of semester assignments to familiarize the students with the rigors of the class they are enrolled in or want to enroll in should be developed along with the use of SIs in the classroom along with tutoring sessions.



Criminal Justice Program Review

2013-2014

Do your retention rates meet your expectations? Are there areas that need improvement?

Overall the retention of CJ students meets expectations. There is always room for improvement. Suggest that for all CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes a Supplemental Instruction Aid (SI) be assigned. This is based on the Basic Skills Information Sheet provided to faculty in Fall 2012 that shows of the courses listed as having the highest number of Basic Skills Students enrolled in them, CJV01 and CJV02 are among the top 7 (out of 25), CJV01 being number one.

Further there are several CJ classes; CJV14, CJV19, CJV27 and CJV35/35L that are low (under 70%) in retention and/or success. These classes should also have a SI assigned to them or provided with other student success resources as it pertains to success and retention.

What initiative(s) could you develop based on what you have learned?

For all CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes a Supplemental Instruction Aid be assigned.

See initiatives CJV1301-CJV1306 below for further information.

2. Success – Program and Course

CJ 3 year prior success rate: 73%

CJ FY13 success rate: 77%

College 3 year prior success rate: 70%

College FY13 success rate: 71%

How does your program's success rate compare to the college overall?

See above.

Comparing these numbers to the college average is inappropriate. CJ is a CTE program. By comparing our retention and success numbers with the college as a whole, that includes English classes, math classes, science classes, etc. is like comparing apples to tacks. Perhaps comparing with other CTE course like Nursing and Paramedics may be more appropriate.

In looking at your program's success rate over the past three years, is there a trend?

The obvious trend is that CJ dynamic program that maintains a steady success rate of students independent of outside factors. For instance over the last 4 years the average success rate has been 74%; the highest being 77%, the lowest being 72%.

In looking at the disaggregated data by ethnicity are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?

Overall there are no "gaps" in CJ Program success for any specific ethnicities. In CJ classes it is apparent from the provided FY 13 data that the majority of students that pass the courses are Hispanic (75%) and White (78%). Other ethnicities make up a very small, less than 4%, percentage of those participating in the CJ Program.



Criminal Justice Program Review

2013-2014

However there are several CJ classes; CJV14, CJV19, CJV27 and CJV35/35L that are low (under 70%) in retention and/or success. For these classes pre-class resource orientation programs and beginning of semester assignments to familiarize the students with the rigors of the class they are enrolled in should be developed along with the use of SIs in the classroom along with tutoring sessions.

Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?

The success of CJ students meets my expectations. There is always room for improvement.

I would suggest that for all CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes a Supplemental Instruction Aid be assigned. This is based on the Basic Skills Information Sheet provided to faculty in Fall 2012 that shows of the courses listed as having the highest number of Basic Skills Students enrolled in them, CJV01 and CJV02 are among the top 7 (out of 25), CJV01 being number one.

What initiative(s) could you develop based on what you have learned?

For all CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes a Supplemental Instruction Aid be assigned.

See initiatives CJV1301-CJV1306 below for further information.

3. **Program Completion – for “Programs” with Degrees/Certificates Only**

For certificates awarded over the past 4 years the average is 31/year. The data provided shows that there was a low of 21 certificates awarded during that time period and a high of 41.

For degrees awarded over the past 4 years the average is 58/year. The data provided shows that there was a low of 41 degrees awarded during that time period and a high of 69.

For certificates and degrees awarded over the past 4 years a total of 155 (an average of 39/year) were awarded to females and 200 (and average of 50/year) were awarded to males

The numbers of degrees and certificates awarded over the last four years are staying about the same.

In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students?

No, the numbers, although they fluctuate slightly, are fairly consistent.

Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?

No, the numbers, although they fluctuate slightly, are fairly consistent.

Do the completion rates meet your expectations?

Yes, according to the 2013-2014 VC College general catalog 35% of VC students are full time. Based on those numbers and an average of 39 degrees and 31 certificates awarded per year over the last 4 years is a satisfactory number.



Criminal Justice Program Review

2013-2014

What should be the goal for program completion?

The number of full time students that enter the CJ Program should obtain an AS degree, Certificate of Completion or transfer within a 3-4 year period of time after starting the program. An exception should be that records should be kept indicating what percentage of students claiming CJ as a major took only a limited amount of courses (less than the required number for a degree or certificate) as a requirement of employment, because they were offered full time employment before they completed the degree/certificate or advancement in their organization.

What initiative(s) could you develop based on what you have learned?

Develop a software program and provide an analyst/researcher that records what percentage of students claiming CJ as a major took only a limited amount of courses (less than the required number for a degree or certificate) as a requirement of employment, because they were offered full time employment before they completed the degree/certificate or for advancement in their organization.

See initiatives CJV1301-CJV1306 below for further information.

C. Operating Data

1. Demographics-Program and Course

What does the data indicate/say about the students enrolled in the program/course?

The students in CJ, for the last 4 years, average age are 24.5 years. The ethnicities of CJ students over the last 4 years is; 59% Hispanic and 27.5% White. African American, Asian, Filipino, Pacific Islander, Native American and other makes up the remaining 13.5%. Gender in the CJ Program is 44% female (4 year average) and 56% male.

How do your students compare to the college demographics?

The students in CJ, for the last 4 years, average age is 24.5 years while the college average age for the same time period is 25 years. The ethnicities of CJ students over the last 4 years is; 59% Hispanic and 27.5% White. African American, Asian, Filipino, Pacific Islander, Native American and other makes up the remaining 13.5%. The college percentage of ethnicities are; 48% Hispanic, White 34.5%. African American, Asian, Filipino, Pacific Islander, Native American and other makes up the remaining 17.5%. Gender at Ventura College is 54% female (4 year average) and 46% male. The gender distribution of students majoring in CJ for the same 4 year time period was 44% female and 56% male.

Is there a significant difference?

There is no significant difference in age. Whether it can be considered "significant" or not the college percentage of ethnicities is; 48% Hispanic (11% less than CJ) and 34.5% White (7% more than CJ). African American, Asian, Filipino, Pacific Islander, Native American and other makes up the remaining 17.5% of the college ethnicity (4% more than CJ). In terms of gender there are some significant differences; 44% females in CJ (54% for VC) and 56% male (46% for VC).



Criminal Justice Program Review

2013-2014

What trends/changes do you see over the past three years?

None, the demographic of the VC CJ student has remained constant.

Is there a need to diversify the program in terms of age, gender or ethnicity?

There is no need to diversify the CJ program for the following reasons. According to the Bureau of Justice Statistics in 2007 (the most current available):

About 12.5% of local police officers were women. The VC CJ Program is 44% female.

About 25% of officers were members of a racial or ethnic minority in 2007. 72.5% of the VC CJ Program is a racial or ethnic minority.

In 2007, about 10% of officers were Hispanic or Latino. The VC CJ Program is 59% Hispanic.

Although there are no available statistics on average age of a law enforcement officer, most local law enforcement agencies hire 21-25 year olds. If they are older than that when they are hired they are more than likely hired from another law enforcement agency that hired that officer about the same age (21-25 years).

What initiative(s) could you develop based on what you have learned from the data or other information?

No initiatives in this section are needed.

2. **Budget**

Have there been any significant changes in the budget over the past three years?

Yes the budget for supplies and services have been reduced on average about 75%.

Have these changes had a positive or negative effect on student learning?

There are times when supplies are not available that would make the student learning more dynamic allowing the student to retain more of the material. In cases like that individual instructors have just made what was available work. Although it is not measureable the common thought is that it has a negative impact.

If additional funds are needed, explain why.

The data provided in the Budget Categories indicates that there have not been any funds allocated for the last 4 years for Student Hourly or Classified. Consideration should be made to hire Student Workers and Classified personal that could be shared by all of the CTE division.

See initiatives CJV1301-CJV1306 below for further information.

3. **Productivity – Program and Course**

Are courses filling to the college productivity goal for your program?

No

If that goal is inaccurate, what should the program and/or department productivity level be?

The goal of 600 seems to assume that each CJ class has 40 students in it. This is inaccurate. Each course will have a different number of students in it at census, but certainly not an average of 40 students. According to the data provided in the



Criminal Justice Program Review

2013-2014

Productivity Measures the average number of students for FY10, 11 and 12 is 30 and for FY 13 is 33 at census. For the 4 years included the average number of students in CJ classes should be 32. Using the formula in the provided data our productivity goal should be 480, **NOT** 600. 480 of course is low. The overall college productivity goal for 2013-2014 is 530. That is the goal that should be applied to the CJ Program.

How many students should be in each course?

35-40 depending on the teaching style of the instructor and available classrooms/resources/technology.

Are any of the productivity goals at the course level inaccurate? If so, what should they be?

See above.

Do the enrollment/productivity ratios meet your expectations for the program as a whole?

No, see above.

Do the enrollment/productivity ratios meet your expectations for individual courses?

No, see above.

How can you improve the performance overall or in some courses if they do not meet your expectations?

At the course level, some courses need to be offered every other semester, instead of every semester. The entire offering for CJ should be done on a block schedule.

What initiative(s) could you like to develop based on what you have learned?

Block scheduling, see section V.

D. Resources

1. Faculty

How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college?(trends and ratios)

The colleges FTEF for F/T faculty is slightly over 42% and for P/T faculty it is slightly over 55% compared to CJ which has 29% F/T faculty and 71% P/T faculty for FY 13. The previous 3 year average for the college was 39% for F/T faculty and 55% for P/T faculty, compared with 23% for CJ F/T faculty and 84% for CJ P/T faculty.

Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?

The numbers have stayed consistent however with the (hopefully) temporary closing of the Reserve Academy the number of part time faculty from the Reserve Academy on campus teaching academic classes have increased.



Criminal Justice Program Review

2013-2014

Does your area have difficulty finding hourly instructors?

No.

Is the program lacking faculty with a particular specialty?

No.

Are there any specific accreditation requirements for FT faculty?

No.

What contract faculty member(s) (if any) will you be requesting based on what you have learned?

One full time CJ Instructor.

2. Classified Staff

Have there been changes in the number of classified staff in the program/department over the last three years?

Yes.

What has been the effect of decreases/increases in classified staff on the program or department?

There have been decreases in classified and management staff in the past 3 years. The effect has been almost catastrophic. More work that was done by classified staff has been passed along to Department Chairs and faculty limiting the amount of time they can spend on students and student learning. The elimination of the two Assistant Deans in CTE and giving their responsibilities to one Dean has had a similar effect. Work that was ordinarily done for the Assistant Deans by classified staff has been passed along to Department Chairs and faculty. Which in some instances have come dangerously close to faculty contract infractions.

What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department?

An additional Administrative Assistant (for a total of 2 full time administrative assistants) supported by one part time Administrative Assistant and as many student workers as can possibly be hired.

3. Inventory

What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment?

Computers, software, projectors, DVD/VCR players, document cams.

Is the current equipment aging and need replacement or is new equipment needed?

Our current equipment in CRC-101 and 102 is aging and in need of replacement; including, but not limited to: computers, software, projectors, DVD/VCR players, document cams. etc.



Criminal Justice Program Review

2013-2014

Is ongoing maintenance required for some equipment? If so explain.

For our forensics lab some equipment needs ongoing maintenance; stereo microscopes, compound microscopes, digital microscopes and a stereo microscope for example.

4. **Facilities or other Resource Requests**

Is your program/department making any other requests for resources, including for facilities?

Yes

5. **Combined Initiatives**

Instructions:

Does your program have any combined initiatives that address more than one data element?

No.

E. **Other Program/Department Data**

Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?

Yes, if the Reserve Academy is going to be moved to Santa Paula; the California Commission on Peace Officer Standards and Training (POST) requirements that will impact personnel, equipment and facilities will have to be addressed.

What does the data indicate about the students, student performance, or any other aspect of the program?

It isn't what the data indicates, it's what it doesn't. Instructors are spending more of their off contract time making the CJ program work. They are giving up their personal time to be sure that all the students' needs are met. They are doing research on their own to be sure students have the most current information possible and to ensure instruction is up to not only college standards but industry standards as well. They are doing this in part because of the situation described in D 2 above.

What about the data encourages or gives you cause for concern?

The data is just that, data. It doesn't take into account the realities in the students' lives, the instructor's lives or the support personnel's lives. Data is cold, uncaring and unfeeling. More than data needs to be considered. I am encouraged that the CJ Program is robust and vital, as the data would show. We are one of the most popular majors on campus. The data would verify that. I am concerned because of the emphasis that is being placed on the data with little or no emphasis placed on why our program is as healthy as it is. It's because of the dedication of the faculty and the staff to our students and the college. It is successful because individual instructors take on projects such as this Program Review that makes our program as vigorous and hearty as it is.

Does the data meet your expectations? Why or why not?

The data does, the intangibles do not.



Criminal Justice Program Review

2013-2014

What initiative(s) could you develop, based on what you have learned from the data.
That information is addressed in other parts of this Program Review. This is a redundancy.

Provide the data in an attachment or provide an online link.
The data will be provided in each of the sections that require data be provided.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding?

No.

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Complete the Rubric for Instructional Program Vitality.

Done.

What is your score?

30

What does that score mean to you?

Although the score is a 30 that is interpreted by those that designed this form as “Program is current and vibrant with no further action recommended,” to take no further action to keep the program “current and vital” would put the program in jeopardy of becoming dated and unimportant.

Section V - Initiatives

Initiative: Operating improvements - Block scheduling

Initiative ID: CJV1301

Link to Data: I am unaware of any data.

Expected Benefits:

Students will benefit by being able to schedule their outside family and work life as well a more compact an relevant academic schedule. Block scheduling is 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.

Goal:This will improve student retention and success and enable the CJ program to maintain or improve the strong efficiency goal set by the district.

Performance Indicator:I would expect to see an improvement in success and retention data as well as a reduction in costs associated with keeping classrooms open and maintained.

Timeline:2014-2015

Funding Resource Category:No new resources needed

Ranking:L



Criminal Justice Program Review

2013-2014

Initiative: Assign a Supplemental Instruction Aid to all CJV01 (Intro. To Criminal Justice) and CJV02 (Criminal Law) classes.

Initiative ID: CJV1302

Link to Data:VCCCD Banner System, VC Matriculation and Assessment Center, Center for Community College Student Engagement 2011 Report

Expected Benefits:Increase in student success and retention.

Goal:Increase in student success and retention.

Performance Indicator:3% increase in student success and retention in those two courses.

Funding Resource Category: Hourly Instruction Funds

Ranking: H

Initiative:Hire another full time CJ instructor

Initiative ID: CJV1303

Link to Data:Office of Institutional Research

Expected Benefits:Provide for expansion of the CJ Program; consistency of the delivery of curriculum and the development of student skills to maintain the highest standards of professional excellence.

Goal:Graduates or attendees of the program will demonstrate an exceptional mastery of professional skills.

Performance Indicator:An increase in the number of successful students.

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: M

Initiative:Hire support staff for the CTE Division.

Initiative ID:CJV1304

Link to Data:College staffing report

Expected Benefits:More effective and efficient support for instructors

Goal:At least one more Administrative Assistant (for a total of 2 full time administrative assistants) supported by one part time Administrative Assistant and as many student workers as can possibly be hired.

Performance Indicator:Effectiveness and efficiency of instructors will improve due to the fact that they will be able to spend more time on students and student learning.

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: H

Initiative: Using surplus classroom trailers placed near the MCE building design a realistic scenario location for such classes as: Introduction to Forensic Science, Patrol Procedures, Criminal Law, Criminal Procedures and Patrol Procedures.

Initiative ID:CJV1305

Link to Data:Data has shown increased retention of learned material as well as increased skills development of students being provided experiential learning. The more realistic the experience the greater the learning.

Expected Benefits:Increased student retention and success.



Criminal Justice Program Review

2013-2014

Goal: 3% increase in retention and success of students that are able to experience instruction using the classroom trailers as an active learning site.

Performance Indicator: Reinforcing connections between lecture and complex concepts and actually practicing those concepts will allow students to put into practice what they have learned in the classroom.

Timeline: 2014-2015

Funding Resource Category: Facilities Funds

Ranking: L

Initiative: Improve CJ/Anthropology curriculum as it relates to Forensic Science.

Initiative ID: CJV1306

Link to Data: CJ/Anthropology consistently fills its Introduction to Forensic Science course. By adding new courses Ventura College has the opportunity to expand an already popular and robust course to become a statewide leader in Forensic Science oriented courses in the California Community College System.

Expected Benefits: Increased student participation in Forensic Science related courses as well as improved student retention and success by offering such courses as; Criminalistics: Science and Technology in Criminal Justice, Bodies of Evidence: Techniques of Forensic Anthropology, Ethical Responsibilities in Criminal Justice and Forensic Science, Introduction to Computer Forensics and The Science of Crime Analysis.

Goal: To expand Forensic Science related courses to meet the growing needs of students and the Forensic Science industry.

Performance Indicator: By increasing course offerings in Forensic Science the Criminal Justice Program in conjunction with Anthropology will be accomplishing a goal initiated seven years ago when a Forensic Anthropologist was hired at VC to build a series of Forensic Science related courses that would benefit students, the college and the community.

Timeline: 2014-2015

Funding Resource Category: Hourly Instruction Funds

Ranking: H

Section VI – Process Assessment

A. *How have the changes in the program review process this year worked for your area?*

The changes in the format and the inclusion of prompts in each category have made the process less time consuming and frustrating.

The changes to some of the data after the project was started caused some consternation and not having all of the information that was needed from the beginning was somewhat exasperating. I am reminded of the saying “Haste makes waste.” Send the correct information out the first time. Constant updating makes for more work and possibly inaccurate responses to the existing prompts. Slow down; review the due dates to be sure they can be achieved. Consider extending the due dates so that all the information that is being distributed can be correct and complete the first time the forms are distributed. That should help minimize the frustration that those that have to stop, back up and recreate some of their review surely feel.



Criminal Justice Program Review

2013-2014

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

In addition to the above, review for redundancy. It would appear that some of the same material was asked for in several different sections and some of the material was asked for using different words.

B. Appeals

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

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

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

VII –Submission Verification

Program/Department: Criminal Justice/Career and Technical Education

Preparer: Ted O. Prell

Dates met (include email discussions): 8-16-13, 9-13-13 and 9-20-13.

List of Faculty who participated in the program Review Process:

Terri Vujea, Tom Mahoney, Bryan MacDonald, Fernie Estrella, Jason Sims and Ted Prell.

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Criminal Justice Program Review
2013-2014

Program Review Process Map

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

2. Analysis

A. SLO's	B. Success	C. Operating	D. Resources	E. Other
	<ul style="list-style-type: none"> ▪ Retention 	<ul style="list-style-type: none"> ▪ Demographic 	<ul style="list-style-type: none"> ▪ Faculty 	Data
	<ul style="list-style-type: none"> ▪ Success 	<ul style="list-style-type: none"> ▪ Budget 	<ul style="list-style-type: none"> ▪ Classified Staff 	
	<ul style="list-style-type: none"> ▪ Completion 	<ul style="list-style-type: none"> ▪ Enrollment/Productivity 	<ul style="list-style-type: none"> ▪ Inventory 	
			<ul style="list-style-type: none"> ▪ Facilities or other Resource Requests 	
			<ul style="list-style-type: none"> ▪ Combined Initiatives 	

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



Criminal Justice Program Review 2013-2014

Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	2
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	

¹ Enrollment demand is determined by the ability to fill classes.



Criminal Justice Program Review

2013-2014

A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Up to 4	Agreed-upon productivity rate²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Appendix-D

Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment	

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



Criminal Justice Program Review

2013-2014

average for the next three years.	
-----------------------------------	--

Up to 3	Success rate³	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁴	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	Appendix-D
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional	3

³As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁴As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



Criminal Justice Program Review

2013-2014

	level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Total score on this rubric: 30

See data from a variety of sources.

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



Criminal Justice Program Review

2013-2014

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

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

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

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.