SBCC Instructional Program Review

Print Page

Division: Health and Human Services
Unit: School of Justice Studies
Prepared By: Anne Redding, Department Chair

1. Mission and Relation of the Instructional Program to the College

1. What is the mission of your unit?

Mission Statement: The School of Justice Studies provides students with the legal, ethical and educational background necessary to pursue a career in a criminal justice-related field and/or to successfully transition into a 4-year academic program.

2. Identify or outline how your department/program contributes to the mission of the College.
Please limit to a single paragraph.
The School of Justice Studies has 18 CSU transfer courses, 8 UC transfer courses, and 8 courses that fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. A significant number of our students are transfer students and/or students with other declared degrees who take our courses for IGETC, Institutional Requirements and/or specific interest in our subject matters. We have four A.S. degrees (Transfer, Criminology, Legal Studies and Law Enforcement) and three Certificate Programs. Two of our degree/certificate programs can be obtained online. Our program attracts a wide range of students and is equally comprised of both males and females, with over half of our students identifying as Hispanic, Asian/Pacific Islander and/or African American. The diversity in our classrooms is in part a reflection of curiosity about the criminal justice system and a desire to understand the complicated relationship between the the system and the communities it serves. Our classes offer a safe and inclusive environment to critically examine issues such as police accountability, criminal justice reform, and ethnic disparities within the correctional system.

2. History

History (update) since the last program review.
1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.
Statewide, Administration of Justice degree programs began in 1966 with a single degree (Law Enforcement). Since then, the vast majority of California Community Colleges have done little to adapt and update their Administration of Justice programs and curricula. In 1999, SBCC hired our first full time faculty member in Administration of Justice to complement our four existing adjunct faculty. There were nine courses offered, with no electives, and one degree/certificate program. In 2004, a second full time position was filled and subsequently, the combined efforts of myself and Dr. Tom Mahoney have resulted in a radically changed and updated curricula to specifically address the evolving needs of our students and the criminal justice system.

We were the first community college in the state to break out of the law-enforcement-only-degree mold. In 2006, for the first time since 1966, the Chancellor's Office approved two additional degree/certificate programs for us: Criminology and Legal Studies. In 2013, we added a fourth degree, Administration of Justice for Transfer, in accordance with SB 1440. We were the first community college in the state to require that all of our students take a class in Ethics. We remain the only college to date who has elevated an education in ethics to this level.

The Administration of Justice Department officially became the School of Justice Studies at the beginning of the Fall, 2008, semester. This was in response to the expressed needs of our students and had the full support of our local Advisory Committee. Our growth and innovation has led to a corresponding increase in the number of course sections offered as well as the creation of a robust selection of online classes. Out of our four degrees, two of them can be completed online.

The School of Justice Studies currently has two full time and 9 adjunct faculty. We offer 18 CSU transfer courses, 8 UC transfer courses, and 8 courses that fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. A

significant number of our students are transfer students and/or students with other declared degrees who take our courses for IGETC, Institutional Requirements and/or specific interest in our subject matter. From Fall 2013 to SU II 2016 we have awarded 168 degrees and certificates. While the overall enrollment campus-wide has fallen over the past few years, the SoJS has had a net gain in overall enrollment of 5.76% from Fall 2013 to Fall 2016. We average 1,336 students and 690 declared majors each academic year (as measured by F13-SU14, F14-SU15, and F15-SU16 academic years).

1b. Provide a history since last complete program review.
Goal #1 was to increase enrollment in the program. In our last program review, we saw a steady increase in enrollment. It was anticipated that, with the approval of the new degree/certificate programs, our enrollment would continue to grow. This has proven true.

While the overall enrollment campus-wide has fallen over the past few years, the SoJS has had a net gain in overall enrollment of 5.76% from Fall 2013 to Fall 2016. We average 1,336 students and 690 declared majors each academic year (as measured by F13-SU14, F14-SU15, and F15-SU16 academic years).

Goal #2 was to complete the development of the Student Learning Outcomes (SLOs) for all of our courses and the Program Student Learning Outcomes (PSLOs)as well. This has been completed. Additionally, our department has been in a multi-year cycle of logging SLO scores for each of our courses, even before it was required. We remain up to date with those scores.

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.
Within our program, we offer 8 UC transfer courses, and 8 courses that fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. A significant number of our students are transfer students and/or students with other declared degrees who take our courses for IGETC, Institutional Requirements and/or specific interest in our subject matters. We have built these needs into our degree/certificate programs so that our courses can meet a broad base of educational requirements for a broad range of SBCC students.

Over the past ten years we have noted that students interested in a criminal justice-related career has increased and often our students are more interested in positions other than traditional law enforcement (police, deputy sheriff) positions. There are many reasons for this, the salient ones being an increased interest in criminal justice careers driven by media (i.e., Criminal Minds, Law and Order, etc.), recession-proof job opportunities (indeed, the need for criminal justice professionals often rises during times of economic downturn), and an ever-increasing social consciousness that draws students to a subject-matter/career that demands better educated people to deal with the complex relationships between the criminal justice system and the communities they serve. Sorry. That was quite the run-on sentence.

The main point is that there are students who are enrolling in our program who already have in mind the goal of becoming a lawyer, crime scene investigator, probation officer, or who have set their sights on employment with the FBI, or other federal agencies within the broad spectrum of the criminal justice system. They already know that these careers require not only a four-year degree, but social, economic, and family factors that make it beneficial to them that they begin their educational journeys at their local community college.

Since we have introduced our Criminology and Legal Studies emphases, and more recently our Transfer degree, we have seen a noticeable increase in student interest in our program. While the overall enrollment campus-wide has fallen over the past few years, the SoJS has had a net gain in overall enrollment of 5.76% from Fall 2013 to Fall 2016. Note: This percentage includes F16 enrollment (660) as of census.

1b. Describe how the department/program is responding to these changes.
100% of the courses we offer serve the needs of our students who are declared majors. 72% of those courses are also UC transferable and/or fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. We are able to offer the number and types of courses needed should our students want to complete any of our degrees in two-years or less.

With currently have 2 full time faculty members and nine adjunct faculty, we are able to offer the types and number of courses needed to meet the educational needs of our students. While interest in our programs continues to increase we are always faced with dealing with the reality of possible budget cuts. Currently, we face the specter of not having a full

time faculty replacement position filled. This will have a devastating effect on our ability to offer the number of courses both on campus and online. We encourage our students to plan their course selections carefully to maximize the availability of courses and minimize the amount of time that it takes them to achieve their degree goals and/or transfer goals. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

2a. Successful Course Completion Rate
The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.
Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2b. Successful Course Completion by Modality
Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.
Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

2c. Successful Course Completion by Student Equity Populations
Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.
Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2d. Degrees and Certificates
On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.
Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2e. Transfers
The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.
Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2f. CTE Earnings and Job Placement
For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).
See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

2g. Additional Department-Specific Data
Please provide and discuss any additional data unique to your department or program.

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).
The School of Justice Studies completed the development of Student Learning Outcomes (SLOs) and Program Student Learning Outcomes (PSLOs)at the end of the Spring, 2009, semester. This was completed through a series of SLO conferences sponsored by the State Chancellor's office and held in conjunction with the California Association of Administration of Justice Educators (CAAJE). The purpose of the grant given to CAAJE by the Chancellor's office was to create SLOs that were standardized in the field of Criminal Justice/Administration of Justice statewide. SLO Improvement Plan was developed in time for the Spring, 2010, semester. SLO evaluations have been conducted continuously ever since.

Since our department has been implementing our program and course SLO's, there is an insignificant difference between

the student overall success rate semester over semester. However, our faculty has seen improvement in regards to those students generally deemed as "successful." Specifically, students who are passing our classes are doing so with higher grades (more A's and B's) than we have seen in the past.

3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.

As discussed above, since SLO's have been implemented, our faculty has seen greater success for those students who complete our courses. For example, more A's and B's are being earned. Our SLO's have encouraged us to focus some of our instructional methods and student assessment techniques in a more experiential way. For example, in AJ 105: Diversity, Law and Justice, the semester culminates with a mock trial for which all students are required to participate as stakeholders in the process (judge, attorney, jury and defendant(s)). This assignment ties in one of the CSLO's (Describe the courts, law making and criminal and substantive law as they pertain to evolving society) with one of our PSLO's (Analyze legal concepts and make rational decisions about case processing, demonstrating knowledge of the rules of evidence, legal definitions and concepts of evidentiary law). Instructional methods such as this provide students with the opportunity to demonstrate their knowledge of material they have learned in a non-traditional assessment tool.

3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

All SLOs for courses offered each semester, starting with the Fall, 2010, semester are entered and evaluated.

Faculty Information

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

Currently, there are two full-time faculty members and nine part-time faculty members. This is sufficient to offer the number and types of classes that our students need to succeed in the educational goals in a timely manner. It also allows us the opportunity to create new courses based upon evolving research and student interest. Two of our most recent elective course additions are "Crime and Human Behavior" and "The Study of Evil" which have proven to be very popular with students. These classes routinely fill to capacity when offered. Lastly, while students have asked for a Forensic Degree/Certificate option, the realities of our current budget situation make it unlikely that it will happen. Such a degree would require laboratory facilities and additional faculty.

Department/Program Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

5. Where appropriate, use this information to identify your faculty, staff and resource needs.

The current budget realities have led us to accept the fact that our department will not be growing in the near future. We do believe, however, that we can maintain our current high levels of enrollment and student success so long as we continue to have two full time faculty members. Our primary goal at this point is to replace the full time faculty position created by Dr. Mahoney retiring after the S17 semester and maintain, as much as we can, our valuable existing adjunct faculty.

Filling this full time faculty replacement position will ensure continuation of our current slate of course offerings both on campus and online. The courses that Dr. Mahoney teaches include sequenced courses that are mandatory for our students, the completion of which allow them to finish their degree/certificate goals in a timely manner. As a full time faculty member, he teaches classes during the day, which are time periods that our adjunct faculty cannot teach due to their primary full time jobs. His position is also crucial in maintaining our current level of comprehensive faculty advisement for our students. Because of the wide-ranging career opportunities available to our students (many of which have complicated pre-employment criteria), they often seek advice in areas ranging from academic counseling to career opportunities and lifestyle decisions. This position is also key to maintaining our current level of networking with many criminal justice agencies and professionals in the greater Santa Barbara area.

If we lose this position, our department will be forced to eliminate both on campus and online classes. This will be particularly detrimental to our on campus daytime classes, in that full time faculty teach nearly 100% of those courses between the hours of 9:30 a.m. to 4:00 p.m. These are time periods that historically have the highest number of enrolled students (usually waitlisted). They also maintain the highest rate of student retention and success. Another likely outcome

should this position not be replaced is that students may no longer be able to receive their degree/certificate online as such course offerings will be reduced and/or eliminated.

4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by **COMPLETING THIS FORM**.

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by **COMPLETING THIS FORM**.

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.
While we are not officially collaborating with any other academic area, our program is very interdisciplinary. We have 18 CSU transfer courses, 8 UC transfer courses, and 8 courses that fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. A significant number of our students are transfer students and/or students with other declared degrees who take our courses for IGETC, Institutional Requirements and/or specific interest in our subject matters.

So, while 100% of our courses serve the needs of our students who are declared majors, 72% of the courses we offer every year are also UC transferable and/or fulfill SBCC Institutional Requirements for Area B, Area C and/or Area E-5. This speaks directly to the important niche we fill in being able to offer many SBCC students alternative pathways to fulfill their UC or institutional requirements.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.
We have a number of high school students taking dual-enrollment courses in the School of Justice Studies at SBCC both on campus and in our online courses.

We are currently in the process of networking with the Santa Barbara School of Law in order explore creating a pathway for our students to go directly into their law school after completing our program. Both Jack Friedlander and myself have met with their Dean, Jackie Gardina. We are also hopeful about networking with CSU Channel Islands regarding their university starting to offer a Bachelor's Degree in Criminal Justice. Currently, the closest CSU campus for our student's to transfer is CSU Los Angeles.

As a CTE program, we are mandated by the CCC Chancellor's Office to have an Advisory Committee. This Committee has been built through careful networking with professional stakeholders who ensure that our programming meets the needs of our community. Over the years, we have established and continuing partnerships with the Santa Barbara Police Department, Sheriff's Department, Public Defender's Office, District Attorney's Office, Probation Department, UCSB Police Department, and local attorneys. Our Advisory Committee members have been instrumental in helping us shape our curricula and degree programs to meet the ever-changing educational needs of the law enforcement and legal professions.

Lastly, we are implementing an innovative project (tentatively called "Voices") where we are taking police academy graduates through two days of structured dialogue with with our students to address perception and reality of disparate treatment by the criminal justice system. These dialogues consist of mini-workshops, role play

scenarios and critical thinking exercises in an effort to embrace other people's perceptions and break down barriers.

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department.
None noted.

8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. <u>List one goal per row. Add new rows for goals as required.</u> *If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.*

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans <u>College Plan 2009-2012</u> <u>Dist. Technology Plan 2009-2012</u>	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
1	Improve rates of success for underrepresented populations.		SoJS, Department Chair	1. 2. Examine ways in which cohorts could be designed based upon student interest and/or needs. 3. Identify modes of communication for the cohorts. 4. Create a training program for adjuncts that will assist them in early identification of students who are struggling academically. 5. Design curricula and teaching strategies that address barriers to success.	1. 2. Ongoing. Could be piloted as early as Fall 2017. 3. Ongoing. Could be piloted as early as Fall 2017. 4. Ongoing, but course completion rates will be monitored each semester. 5. Ongoing. Analysis of success rates for students based upon course and modality will be monitored each semester.	1. 2. In Progress 3. In Progress 4. In Progress 5. In Progress	1. 2. Develop criteria for how cohorts could be organized. 3. Analyze what modes of communication would encourage the most participation on the part of students (i.e., email groups, text messaging, department Facebook page, etc.). 4. At department meeting, faculty was shown Starfish and were encouraged to begin using it. At the Fall 2017 meeting, faculty will be provided more intensive training. 5. Each semester, compare and

							contrast success rates of students based on ethnicity in on campus versus online courses, as well as day versus night classes.
2	Propose strategies to implement student cohorts within the department.		SoJS Department Chair	1.	1.	1.	1.

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. <u>List one position per line. Add new lines for positions as required</u>.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. <u>List one position per line. Add new lines for positions as required</u>.

Faculty Needs

No data found.

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. <u>List one TLU need per line. Add new lines for TLU needs as required</u>.

TLU Needs

No data found.

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. <u>List one equipment item per line. Add new lines for equipment as required</u>.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

No data found.

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. <u>List one hardware item per line. Add new lines for hardware as required</u>.

<div align="center">Technology / Hardware Needs</div>

No data found.

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. <u>List one software item per line. Add new lines for software as required</u>.

<div align="center">Technology / Software Needs</div>

No data found.

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. <u>List one position per line. Add new lines for positions as required</u>.

<div align="center">Facilities Needs</div>

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Traning, etc.) of your unit below.
<u>List one request per line. Add new lines for requests as required</u>.

Category	Description

17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below.
<u>List one request per line. Add new lines for requests as required</u>.

Category	Description	Cost
		$