Chaffey College Program Review  
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Correctional Science

Program Code: 2105 - CORRECTIONAL SCIENCE

Review Type: Instructional

Does this review contain any career technical education (occupational) programs? No

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The correctional science program provides a foundational framework of knowledge and education in American corrections utilizing teachings methods that develop the information competency skills in students to meet industry requirements and qualifications for career development and employment preparation. The Correctional Science classroom is a learning centered environment where student engagement is a priority. We evaluate competency and effectiveness with qualitative examination and testing both orally and in writing to insure that effective communication through writing and speaking is demonstrated.

Review Team Response
Program Overview needs to address how the program provides a learning centered environment.

PROGRAM DATA

Enrollment
Enrollment by Day, Evening, Online, Arranged (CRSCI)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-0.42%</td>
<td>-17.31%</td>
</tr>
<tr>
<td>Day</td>
<td>-8.8%</td>
<td>-1.84%</td>
</tr>
<tr>
<td>Evening</td>
<td>8.09%</td>
<td>-30.58%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
Stable then decline in day enrollment. Steady then gradual rise in night enrollment. High and emerging totals reflective of expansion and responsiveness to district/student population. Hispanic enrollment high. Good Male/Female balance. UPDATED AND REVISED 9/6/2011: The increase in evening enrollment is due to the increased number of sections offered at off campus sites. Fontana now has three evening courses and Chino has two. The decrease in daytime enrollment could be because of these increased evening opportunities.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>0.86%</td>
<td>2.27%</td>
</tr>
<tr>
<td>Day</td>
<td>0.25%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Evening</td>
<td>1.35%</td>
<td>0.24%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
Retention is very good and has remained stable with a slight emerging high, both day and night totals. Male/Female ratio as well and ethnic data reveal a trend of close parity and industry aspiration.
  Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>4.36%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Day</td>
<td>3.71%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Evening</td>
<td>4.75%</td>
<td>2.84%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

There has been a consistent gain pattern in student success. Two out of three students are completing their goals. Hispanic/African-American student data further reveals additional success patterns. Retention is good in part to high trends in enrollment. Our success rate by ethnicity/gender is comparable to our college wide student success rate. REVISION UPDATED 9/6/2011: One reason for our excellent retention rates and an increase in success rates is due to our revamping of curriculum. We changed all course outlines of study and course descriptions were updated in the catalog. All courses have been revised and are up to date. Also, students are very engaged with service learning. Students are able to work within the community as volunteers in correctional environments and this participation leads to successful completion of the courses. Female retention and success could be strong because each semester female correctional personnel come as guest speakers to provide information about correctional opportunities. In order to increase African American and Hispanic success rates we can work with counselors or other appropriate clubs (Puente, A Man A Woman) for outreach or suggestions.

Review Team Response
Data and trends are interpreted properly, but implications for the program are not included. We suggest that implications of the data for the program be included. Clarify the sentences in the success data section: "Hispanic/African-American student data further reveals additional success patterns." "Retention is good in part to
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

We have observed the numbers maintaining this steady level. It is what we would expect, understanding the historical data. We would like to have higher student degree/certificate data. The current data may be relative to other social science courses having the interests of students, or students taking our courses due to the interests in the program offerings. Our State economy may have some impact on students.

UPDATED/REVISION 9/6/2011: "Historical data" was referring to the 2007-2010 data. The Degree and Certificate numbers are stable and what we would expect.

### DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>08/09</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Review Team Response
Clarify your expectations with respect to historical data. Please supply any data that supports your comment regarding the low ratio of degrees obtained to enrollment in Correctional Science courses. Please address question’s regarding certificate data.

STUDENT LEARNING OUTCOMES
Have the ability to analyze complex situations, employ a reasonable plan for resolution and devise methods for
appraisal of desired outcomes.

Relate their understanding of the Criminal Justice System components by their ability to differentiate between the roles and responsibilities of each.

Explain the significance of gender, race, ethnicity and socio-economic as they relate to past and present as well as future trends within the Criminal Justice system in America.

Recognize and be able to compare and contrast the Five Correctional Philosophies.

Explain the impact of crime on victims as well as society.

Identify and define the three main crime causation theories.

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**

Program and courses always endeavor to create a climate that supports student learning outcomes and influence the knowledge pertaining to correctional environments. This is accomplished through evaluation of writing assignments, skills demonstrations and short answer quizzes.

**Discuss how courses in the program articulate with or complement each other.**

The courses are developed sequentially from introductory information competency to critical thinking problem solving. We have been able to cross reference this philosophy and validate it through the community/global awareness perspective which provides the interconnectedness throughout our courses coupled with our stellar outreach programs and community partnerships.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**

The administration of justice program and correctional science do interact. Three of their courses may be applied to degree requirements in corrections. Shared resources is defined as the collaboration among faculty which occurs frequently, and the shared similar professional employment histories in criminal/juvenile justice. Cr.Sci.8 and Cr.Sci.409 can be applied to graduation requirements in multicultural/humanities course work toward student degree requirements.

**How and when has your department assessed Program SLO's and how have you responded to the results?**

Spring 2009 we began to provide students with examinations to determine the outcomes of knowledge presented in lecture format together with captured knowledge from field trips relative to class work. Our findings were good. The students demonstrated their new competencies both in writing and in oral presentation demonstrations.
What program or course changes have been made based on the result of the assessed outcome?
Based on the assessment of partial results it has been validated that the field trip in corrections (responsiveness to the community) utilized in union with theory provides for students critical thinking and information competency skills.

Review Team Response
Overall Program Level Implementation of SLOs is Awareness Plus. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSCI 2 Control and Supervision of Inmates - Active</td>
<td>05/13/2009</td>
</tr>
<tr>
<td>CRSCI 4 Public Relations and Corrections - Active</td>
<td>05/13/2009</td>
</tr>
<tr>
<td>CRSCI 3 Correctional Law - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>CRSCI 8 Ethnic Group Relations - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>CRSCI 10 Violence in America - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>CRSCI 410 Street Gangs and Subcultures - Active</td>
<td>11/12/2009</td>
</tr>
<tr>
<td>CRSCI 5 Crime and Delinquency - Active</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>CRSCI 411 Juvenile Corrections - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>CRSCI 7 Probation and Parole - Active</td>
<td>10/28/2009</td>
</tr>
<tr>
<td>CRSCI 409 Women and the Criminal Justice System - Active</td>
<td>09/08/2010</td>
</tr>
<tr>
<td>CRSCI 501 Preparation for Correctional Peace Officer Examination Process - Active</td>
<td>01/27/2010</td>
</tr>
<tr>
<td>CRSCI 6 Correctional Interviewing and Counseling - Active</td>
<td>04/28/2010</td>
</tr>
<tr>
<td>CRSCI 450 Correctional Report Writing - Active</td>
<td>02/16/2011</td>
</tr>
<tr>
<td>CRSCI 1 Introduction to Corrections - Active</td>
<td>02/01/2012</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
Most of the courses have been updated. Plans are to continue this task with completion by years end 2011.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Demographic Trends
Labor Market Studies/Projections

Briefly explain:
The service learning/educational participation in communities philosophy is at work in the correctional science program. Our district wide corrections and social welfare community eagerly welcomes our students to participate in field work and research so essential to the industry. It is a proactive response serving both student needs as well as our community.

Review Team Response
Adequately explained.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
### Type of Service | Description of Service | How many students received this service? | Measured with?
---|---|---|---

| | | 08-09 | 09-10 | 10-11 |

### Additional information:

**Review Team Response**

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

| Type of Service | What knowledge, skills, and/or abilities are learned? | How many students received this service? | Measured with? |
---|---|---|---|
| | | 08-09 | 09-10 | 10-11 |

### Additional information:

**Review Team Response**

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

| Type of Service | How does this contribute to student success? | How many students received this service? | Measured with? |
---|---|---|---|
| | | 08-09 | 09-10 | 10-11 |

### Additional information:

**Review Team Response**

**VISIONARY IMPROVEMENT PLAN(VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to
Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:

Year 2 Steps to Success (activities) and VIP Assessment:

Year Three Goal:
Create a vibrant correctional science speaker series at Chaffey college to develop community partnerships with county wide corrections and social welfare agencies, and provide for students professional practice knowledge and awareness in the industry.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Begin outreach and develop relationships and invite speakers to come to Chaffey. Inquire/research the guest presenter programs of regional educational institutions, Gather understanding of their program and practice and plan for implementation appropriately toward departmental goals.
Contact has been made with possible presenters. Research of other programs has been conducted.

Year 2 Steps to Success (activities) and VIP Assessment:
Create a calendar and set dates for the presenter series.
A calendar has been created and the speaker series is in place.

Review Team Response
The goal is unclear; revision is required. The goal needs to re-worded to highlight how it will improve or expand student learning. The Steps-to-Success need to be relocated within the template so that they are associated with the goal. The VIP Assessment needs to be relocated in template as well. A VIP Assessment for Year 2 is needed. Please clarify the assessment for Year 1 in your VIP, address the following: How will you assess? What will be measured? What is your criterion for success? How will you utilize the
assessment results for program improvement? The Review Team would be happy to work with you to make these revisions. Other resources that you could contact include Rachel Hanna, Marie Boyd, Tom Vitzelio or your coordinator, dean or other PSR writers within your school. UPDATES AND REVISIONS WERE MADE TO VIP ON 9/6/2011

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons in the development of student learning outcomes</td>
<td>Member, San Bernardino County Gangs and Drugs Task Force. Monthly Meeting/Workshop</td>
<td>San Bernardino County Children's Network Conference/Juvenile Justice Ontario Convention Center Fall</td>
<td>San Bernardino County Juvenile Justice/Delinquency Commission (ret.) Monthly Judicial Update/Legal</td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
The professional activities are directly affected relative to student learning outcomes. The knowledge gained is practically applied to classroom teaching/learning in a lecture format. Collaboratively, students often interact with these activities completing course requirements engaging our district industry institutions. UPDATED REVISION 9/6/2011: Students are invited to participate in these community functions as guests of Chaffey College. These are annual events. Students attending these conferences with faculty gain significant knowledge of direct working applications of community corrections.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Have served on numerous hiring committees for Campus Police, grounds maintenance, janitorial staff.</td>
</tr>
<tr>
<td></td>
<td>Coordinator of correctional science and AD Justice</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
UPDATED/REVISION: Participation on hiring committees shows Correctional Science participation on campus and active engagement. It gives Correctional Science the opportunity to get to know new faculty and staff and evaluate them.

Teaching/Years of Service
Given the data how has your program been impacted?
The impact has been positive. Both Professors have extensive professional employment experience in corrections and were honorably discharged. The teachings provided to the students is historically and contemporary relevant in theory and practice.

Does your program anticipate retirements within the next 3 years?
One Professor is addressing a medical challenge. The anticipation is present within 3 years. UPDATED REVISION: There will be a need for another FT faculty instructor in three years.

Review Team Response
Please clarify how your professional development activities affect student learning outcomes, including any steps that you would recommend for improvement. The department has no engagement on campus, so you need to clarify how your program benefits from your campus engagement. Address the impact on the program if one of your professors retires in the next three years. This issue may need to be addressed in your VIP.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Partnerships and other means: In a meaningful, and significant manner, our County-wide Gangs and Drug task Force, Juvenile Justice/Delinquency Prevention Commission, and our Children’s Network provided reserved seating and meals for our students attending annual ceremonies, conferences and award presentations. This has been in place for three years gratuitously.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
No emerging faculty need anticipated.

Hiring Criteria:

Year 2:
As above.

Hiring Criteria:

Year 3:
As above.

**Hiring Criteria:**

**STAFF**

**Year 1**
None.

**Year 2**
As above.

**Year 3**
As above.

**EQUIPMENT**

**Year 1**
No equipment needs required. Audio-visual services and our print shop have been reliable sources of student support for class room applications.

**Year 2**

**Year 3**

**TECHNOLOGY**

**Year 1**
The Dean's office and our Library have supported this service area. DVD in corrections and services provided by library staff have been good. 500.00 is required for this service to remain helpful in the class room.

**Year 2**

**Year 3**

**SOFTWARE**

**Year 1**
UPDATED REVISION 9/6/2011 request erased

**Year 2**

**Year 3**

**OTHER**

**Year 1**
Year 2

Year 3

Review Team Response
If you decide to address the potential retirement in your VIP you will want to address faculty needs in this section. Please explain if your technology needs are on-going and are part of your annual department budget, or are one time requirement and thus need to be addressed in your VIP. The I-Pad is listed in the incorrect category (e.g. software). Describe in your VIP specific software applications for the I-Pad usage as a tool for student learning in the classroom.

Review Team Response
Revisions required. Parts of the document seem unclear and do not contain enough information to be useful for planning, supporting and improving student achievement. Review Team comments were not addressed.