

**Program Review Summary Page**  
For Instructional Programs

**Program or Area(s) of Study under Review: Criminal Justice**

**Term/Year of Review: Fall 2019**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- Overall successful student performance
- Successful retention
- Sustainable ongoing student population
- Upgraded technology for enhanced scenario based learning
- Support from State Arbiters. (Commission on POST, STC)
- Support from Regional Agencies

**2. Areas for Improvement:**

**Alignment of courses within the 911 Dispatch Certificate program**  
**Improved outreach efforts to draw students into the certificate program**  
**Begin and sustain data entry regarding PLOs in the 911 Dispatch program**

**3. Projected Program Growth, Stability, or Viability:**

Growth has historically been linked to unemployment rates. Currently, student populations are down. Our enrollments have stabilized over the past year. A new corrections facility in Napa County will demand staffing. Our relationship with the Napa County Probation Department is robust. We expect to see enrollment increase when the facility gets closer to going online.

**B. New Objectives/Goals:**

**Improved outreach to regional constituents**  
**Complete review of the 911 Dispatch Certificate Program**  
**Review of SLOs and PLOs**  
**Improve information to student population regarding certificate benefits**

**Program Review Report**

Fall 2019

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

<b>Program</b>	<b>Criminal Justice</b>	
<b>Area of Study</b>	CJT 296	Corrections
<b>Degrees / Certificates</b>	911 Dispatcher: CoA	
<b>Courses</b>	CJT 296	CJT 211

Taxonomy of Programs, August 2019

**I. PROGRAM DATA**

**A. Demand**

**1. Headcount and Enrollment**

	2016-2017	2017-2018	2018-2019	% Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	108	89	78	-27.8%
<b>Across the Institution</b>	8,930	8,843	8,177	-8.4%
<b>Enrollments</b>				
CJT-211 (Corrections)	52	20	21	-59.6%
CJT-296	58	69	57	-1.7%
<b>Within the Program</b>	110	89	78	-29.1%
<b>Across the Institution</b>	36,525	36,115	32,545	-10.9%
<i>Source: SQL Enrollment Files</i>				

*RPIE Analysis: The number of students enrolled (headcount) in the Criminal Justice Program decreased by 27.8% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the program decreased by 29.1%, while enrollment across the institution decreased by 10.9%.*

*Enrollment in the following course changed by more than 10% ( $\pm 10$ ) between 2016-2017 and 2018-2019:*

- Course with an enrollment decrease:*
  - o CJT-211 (-59.6%)*

**Program Reflection:**

Decrease reflects less recruitment and hiring, regionally and statewide, within the years analyzed. During this time we cancelled one course presentation due to low enrollment and presented two classes with lower than normal enrollment. These aberrations occurred when local agencies were hiring at a slower rate. Current recruiting and hiring suggests our enrollment will resurge to class sizes of approximately 30-40 students.

Local Hiring Agencies forecast additional personnel needs when a new correctional center opens in Napa County. Our relationship is strong and we will experience an upturn in enrollment. Headcount does not track with enrollment, as so many students only need one specific course and can gain employment without completion of the institutional certificate.

**2. Average Class Size**

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
CJT-211 (Corrections)	2	26.0	1	20.0	2	10.5	18.6	-59.6%
CJT-296	3	19.3	3	23.0	3	19.0	20.4	-1.6%

<b>Program Average*</b>	5	22.0	4	22.3	5	15.6	19.8	-29.1%
<b>Institutional Average*</b>	1,474	24.8	1,406	25.7	1,313	24.8	25.1	1.2%

Source: SQL Enrollment and Course Sections Files

\*Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the Criminal Justice Program has claimed an average of 19.8 students per section. The average class size of 25.1 students per section across the institution has exceeded the average class size within the program during this period. The average class size in the Criminal Justice Program decreased by 29.1% over the past three years. Average class size at the institutional level increased by 1.2% over the same period.*

*Average class size in the following course changed by more than 10% ( $\pm 10\%$ ) between 2016-2017 and 2018-2019*

*Course with an decrease in average class size:*

- o *CJT-211 (-59.6%)*

**Program Reflection:**

The average class sizes reflect job placement demands. The course enrollment rates fluctuate in step with the need for organizations to fill positions within the Corrections profession. We expect to see class enrollment resurge over the next year. We will consider adding a section of CJT 296 in the intensive format, as we are hearing of increase demand for the course in the northern California region. The ideal class size for the interactive, scenario based training is approximately 35.

Course headcounts may decrease as enrollments remain more stable. Enrollments are consistently unique since students often select one course to fulfill their employment goals.

We project class sizes to remain at about 30-35 over the coming years.

**3. Fill Rate and Productivity**

	<b>Enrollments</b>	<b>Capacity</b>	<b>Fill Rate</b>
<b>2016-2017</b>	35	60	58.3%
<b>2017-2018</b>	39	60	60.0%
<b>2018-2019</b>	34	60	56.7%
<b>Three-Year Program Total</b>	108	180	60.0%
<b>Institutional Level</b>	94,614	117,777	80.3%
<b>Productivity</b>			
	<b>FTES</b>	<b>FTEF</b>	<b>Productivity</b>
<b>2016-2017</b>	27.7	3.5	7.8
<b>2017-2018</b>	16.9	2.3	7.3
<b>2018-2019</b>	15.6	4.0	3.9
<b>Three-Year Program Total</b>	60.2	9.8	6.1

Source: SQL Enrollment and Course Sections Files

\*Fill rate is based on enrollment and capacity for CJT-296 only, as CJT-211 has capacities of 0 across the three-year period.

RPIE Analysis: Fill rates within the Criminal Justice Program tend to be lower than the fill rates at the institutional level. [Compare program-level rate of 60% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment increased while capacity did not change, resulting in an increase in fill rate. Between 2017-2018 and 2018-2019, enrollment decreased while capacity did not change, resulting in a decrease in fill rate.

Productivity decreased from 7.8 to 3.9 over the three-year period. The three-year program productivity of 6.1 is lower than the target level of 17.5, which reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

\*Note: Fill rates and productivity reported in the table do not include two Criminal Justice course section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

**Program Reflection:**

The fill rate aligns with student demand. Productivity within the program appears to be low. We will discuss ways to reach out to local agencies, recruiters, and potential student populations to attract more FTES. Facilities scheduling and staffing are not a concern. Resources are available. More outreach activities with local and regional jurisdictions will be explored.

**4. Labor Market Demand**

Economic Development Department Standard Occupational Classification Description (Code): 33-3051	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2016-2026)	+10	+6.3%	11
Bay Area <sup>A</sup> (2016-2026)	+560	+5.4%	729
California (2016-2026)	+3,810	+5.1%	5,172

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (<http://www.labormarketinfo.edd.ca.gov/>)

<sup>A</sup>Bay Area counties include: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: For the Bay Area, the Economic Development Department Projects an increase of 560 positions for Police and Sheriff's Patrol Officers by 2026 (compared to 2016). This increase

*in position translates into a 5.4% growth rate for the industry within the Bay Area (for 2016 through 2026), which is similar to the projected growth in California (for 2016-2026). Approximately 729 openings for Police and Sheriff's Patrol Officers are projected each year in the Bay Area (through 2026).*

**Program Reflection:**

The projected job market is promising. However, field personnel are not drawn from the pool of students who take these courses. Dispatchers, and Correctional Staff are not counted as "field" personnel. The number of graduates from Dispatch courses will find a robust availability of jobs. Correctional Officer positions should also be in demand within the next year or two.

**B. Momentum**

**1. Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
CJT-211 (Corrections)	100%	--	--	94.6%	X	
CJT-296	99.5%	--	--	90.8%		X
<b>Program Level</b>	<b>99.6%</b>			<b>92.1%</b>		
<b>Institutional Level</b>	89.8%			75.1%		

*Source: SQL Enrollment Files*

-- Indicates a value that is within 1% of the program level value.

***Italic*** denote a statistically significant difference between the course-level rate and the program-level rate.

denotes a statistically significant difference between the program-level rate and the institutional.

*RPIE Analysis: Over the past three years, the retention rate for the Criminal Justice Program was significantly higher than the rate at the institutional level. The retention rates at the course level reflected the rate at the program level (i.e., no statistically significant differences). The retention rate for Criminal Justice falls in the 100<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the successful course completion rate for the Criminal Justice Program was significantly higher than the rate at the institutional level. The successful course completion rates at the course level reflected the rate at the program level (i.e., no statistically significant differences). The successful course completion rate for Criminal Justice falls in the 93<sup>rd</sup> percentile among program-*

level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (7.5%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). No Criminal Justice courses claimed differences (between retention and successful course completion) that exceeded 10%.

**Program Reflection:**

Course retention and successful course completion rates are positive indicators. We are currently updating course delivery to include new legislation and new technology. We expect our students to experience more meaningful training in multitasking skills.

**2. Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
<b>Black/African American</b>	100%	<b>85.8%</b>	69.7%	64.2%
<b>Hispanic</b>			95.6%	<b>72.9%</b>
<b>First Generation</b>			90.7%	<b>73.9%</b>

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Criminal Justice Program, retention and successful course completion rates were higher than the rates at the institutional level for all three groups.*

*This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rates exceeding the institution-level rates). (See Section I.B.1 above).*

**Program Reflection:**

Our program is predominately populated by persons of color. We are pleased with Student Equity indicators. One area of strength in the program is the human relationship training imbued throughout our instruction. Continued focus on cultural competence helps sustain successful course completion and retention. We

recently (August 2019) reviewed and revamped the presentation material, and learning activities. Feedback from the students regarding the instruction and content is excellent.

**3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

*This section does not apply to the Criminal Justice Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2016-2017 and 2018-2019.*

**C. Student Achievement**

**1. Program Completion**

	2016-2017	2017-2018	2018-2019
<b>Certificate of Achievement (CoA)</b>			
911 Dispatcher	--	1	--
<b>Institutional: Certificates of Achievement</b>	<b>327</b>	<b>404</b>	<b>349</b>
<b>Average Time to Certificate of Achievement (in Years) <sup>+</sup></b>			
911 Dispatcher	--	*	--
<b>Institutional: Certificates of Achievement</b>	<b>3</b>	<b>3</b>	<b>4</b>

*Source: SQL Award Files*

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

*RPIE Analysis: Across the three-year period, one certificate of achievement was conferred by the Criminal Justice Program (in 2017-2018). The program accounted for 0.2% of the certificates of achievement conferred by the institution that year.*

**2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1 (2016-2017 report)	Year 2 (2017-2018 report)	Year 3 (2018-2019 report)	Three-Year Total



Job Placement Rate	60% (75%)	--	--	100%	100%
Licensure Exam Pass Rate	(Licensure exams are not required for jobs associated with the discipline.)				
<p><i>Source: Perkins IV Core 4 Employment data for Program (TOP Code: 210510) for job placement rates</i>  <a href="https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx">https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx</a>  *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.</p>					

*RPIE Analysis: The figures reported in the table above pertain to the Corrections portion of the Criminal Justice Program (TOP Code of 210510). The program exceeded the program-set standard and the stretch goal for the job placement rate in the one year for which data were reported. [According to the Perkins IV data, the student cohorts for the other two years included 0 students.]*

**Program Reflection:**

Students taking courses may not perceive the benefit in achieving the NVC Dispatch Certificate of Achievement. The POST certificate achieved upon completion of CJT 296, is necessary for certification which makes students attractive for employment at agencies throughout the state.

The majority of students taking CJT 211 are employed with a correctional organization and are “sponsored” by the hiring agency. Their goal is completion of the course. Once done, these students are likely uninterested in taking additional courses within the Criminal Justice Training Center in order to be employed as a correctional officer.

**II. CURRICULUM**

Subject	Course Number	Date of Last Review	Has Prerequisite* Yes/No	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i>	No Change
DISC	###					
DISC	###					

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

**Program Reflection:**

Not Applicable

**III. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
2	2	2	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
911 Dispatcher Certificate	2	0	0	0%	0%

**Program Reflection:**

For the past 10 years, we’ve evaluated CJT 296 as a course. We have not included Program level assessments. To date, we have not entered program level data.

Moving forward we will begin to assess two program level outcomes. WE have added program level assessment data to be evaluated as we move forward in TracDat. In summary, they are, 1. Ability to Communicate orally and in writing. 2. Process a simulated 911 call for service.

**B. Summary of Learning Outcomes Assessment Findings and Actions**

Four course outcomes identify necessary skills to provide the best opportunity to perform successfully in the dispatch profession. In reviewing the learning outcomes at the course level, we found that over the past three years, our students have met or exceeded the targeted outcomes. The learning outcomes reflect collective feedback from the CJTC Advisory Committee and are linked to job skills.

Actions have not been included in TracDat. However, actions have been taken. We have altered curriculum delivery to better present the material in a sequence, benefitting student learning. We have also updated content to reflect legislative changes and technology evolutions. We can do a better job memorializing the changes that have been made. We will do so as we move forward.

**Program Reflection:**

Results have been consistently strong. Student learning within the program shows significant success. The state drives course content and training delivery. We exceed the minimum requirements while students meet and exceed learning outcome goals. Faculty feel confident about the content and delivery. We review and debrief each course presentation. This keeps us tracking congruently with state mandates. The quality and

dialogue around outcomes is beneficial in that, faculty are aware of deliverables and are able to create lesson plans directed to help students be successful.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- 
- Stability**
- 

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

Stable, (albeit lesser) Student Population  
 Support of our local Advisory Committee  
 Successful student performance  
 Support of Regional Agencies through student sponsorships  
 Improved Liaison feedback and outreach processes

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program:           CJTC297            
 Plan Years:           2019 through 2121          

<b>Strategic Initiatives Emerging from Program Review</b>	<b>Relevant Section(s) of Report</b>	<b>Implementation Timeline: Activity/Activities &amp; Date(s)</b>	<b>Measure(s) of Progress or Effectiveness</b>
Examine the content of the certificate program.	Section I	Year 1	Update courses included in the program to better meet student needs
Bolster reporting on program actions	Section III	Year 1	Updates to reports on actions etc.
Enter Program Level Outcome Data	Section IV	Year 1	Data Entered Actions taken

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The course coordinator manages preparation and delivery of the courses evaluated here. Those duties include:

- Meet with regional training managers
- Build/Update Class schedules
- Update Expanded Course Outlines
- Update State-maintained data bases to meet compliance requirements
- Update Lesson Plans
- Schedule Instructors
- Schedule facilities
- Enter data into the Standards for Training for Corrections (STC)
- Date entry into the Commission on Peace Officers Standards and training (POST)
- Meet with Instructors
- Update Instructor Files
- Update Lesson Plans
- Update Learning Activities
- Evaluate Instructors
- Identify Necessary Student Materials
- Update Material Content
- Attend Regional Training Managers' meetings
- Attend course updates with POST
- Attend Coordinator Meetings

The CJTC staff would benefit from replacing the instructional assistant (IA) position sacrificed years ago, during the economic downturn. Recordkeeping responsibilities for course compliance have grown exponentially. Replacing the IA would

**V. PROGRAM HIGHLIGHTS**

**A. Recent Improvements**

- Updated training delivery schedule
- Acquired a completely new computerized Learning Activity program specifically designed for 911 Dispatch call training.
- Updating physical fitness training regimens to meet new STC mandates

**B. Effective Practices**

- Streamlined Instructor Evaluation Process
- Updated Instructor Evaluation forms
- Improved Learning Activity Delivery through updated Scenarios
- Updated Disciplinary Procedures

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Robert Harris, Dean

**Date:**

11/13/2019

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The program arbiters are the Commission on Peace Officer Standards and Training (POST) and Standards for Training in Corrections (STC). POST and STC support the program and grant annual certifications following detailed review. The feedback through the Basic Course Certification Review indicates the program and courses exceed minimum standards. Exemplary aspects of the training provided have been cited as recently as the last course review in 2018.

Outcome assessments are favorable. The minimum performance standards for each course are 80% achievement on tests and assignments. In some cases, individual learning activity performance standards are higher. Students meet these standards in the majority of cases.

The regional CJTC Advisory Committee supports the training provided. The Committee meets quarterly to discuss training delivery. Ongoing.

Areas of concern, if any:

Lack of certificates applied for and received during the past three years  
 Lesser student numbers per presentation  
 Communication of the certificate program to student population

Recommendations for improvement:

Meet with faculty and ADMJ course coordinator to discuss the 911 Dispatch program certificate. Address the veracity of the course content, SLOs, and the courses aligned within the certificate program.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	Instructional Assistant IV
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	

Operating Budget	
Professional Development/ Training	
Library & Learning Materials	