Academic Program Review



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| **ACADEMIC YEAR** | 2014 | [ ]  Basic Skills [ ]  Transfer [x]  Career Technical Education (CTE) |
| **PROGRAM** | Correctional Science |
| **DEPARTMENT** | Public Safety Department |
| **DIVISION** | Economic and Workforce Development Division |
| **SUBMITTER** | Edward Wells, Coordinator, MBA, MPA, BA |

**I. INSTITUTIONAL GOALS**

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| INSTITUTIONAL GOAL**1** | **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success. |
| INSTITUTIONAL GOAL**2** | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals. |
| INSTITUTIONAL GOAL**3** | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment. |
| INSTITUTIONAL GOAL**4** | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. |

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **PAST PROGRAM GOALS**(Describe past program goals.) | **INSTITUTIONAL****GOAL(S)** (Check all that apply.) |
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| **1** | **PAST PROGRAM GOAL #1** | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** To improve upon student enrollment and to evaluate the effectiveness of the classes being offered. | [x]  1[x]  2[ ]  3[ ]  4 |
| [x]  Met | [ ]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Correctional Science program at Imperial Valley College has seen resurgence in student enrollment over the last year. This is due in part to the realignment of the core courses to better fit with the Administration of Justice core courses. Student interest has also peaked over the recent announcement of a new prison being built in the area, the expansion of the local jail facility and an announcement by the California Department of Corrections and Rehabilitation that will be hiring continuously over the next few years. Additionally, several students have returned to college to finish their degree and/or pursue their Bachelor’s Degree in this subject area. Professionals from the two prisons in the region have also started to attend courses and we are working on offering a Distance Education course within the major in the next year. |
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| **2** | **PAST PROGRAM GOAL #2** | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** To establish a Correctional Academy. | [ ]  1[x]  2[ ]  3[ ]  4 |
| [ ]  Met | [x]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** 1. This goal is temporarily met because we have a Correctional Academy that is being offered as a contract education course.
2. With the new prison that is about to open, a need was identified to train personnel for that facility. The training was required for potential employees prior to applying for consideration of employment.
3. To facilitate that training, the California Board of State and Community Corrections authorized us to provide the training necessary for someone to meet the minimum qualifications necessary to apply for employment at the prison facility.
4. This prison is a privately owned facility, under contract with the United States Marshalls Service. The requirement to be trained prior to applying for work is their requirement and cannot be waived.
5. Eventually we want to incorporate this academy class into the catalog for the college. The future requirement for this class appears to be strong for the next several years.
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| **3** | **PAST PROGRAM GOAL #3** | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:**       | [ ]  1[ ]  2[ ]  3[ ]  4 |
| [ ]  Met | [ ]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:**       |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.
3. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

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| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| CSI 100 | 2012-2013 | 2 | 27.5 | 35 | 78.57% |
| CSI 100 | 2011-2012 | 1 | 33 | 35 | 94.29% |
| CSI 100 | 2010-2011 | 2 | 29.5 | 35 | 84.29% |
|  |  |  |  |  |  |
| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| CSI 104 | 2012-2013 | 1 | 28 | 35 | 80% |
| CSI 104 | 2011-2012 |   |   |   |   |
| CSI 104 | 2010-2011 | 1 | 27 | 35 | 77% |
|  |  |  |  |  |  |
| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| CSI 106 | 2012-2013 |   |   |   |   |
| CSI 106 | 2011-2012 | 1 | 18 | 35 | 51.43% |
| CSI 106 | 2010-2011 | 1 | 18 | 35 | 51.43% |
|  |  |  |  |  |  |
| **Course** | **Year** | **Sections** | **Avg. Class** | **CAP** | **Fill Rate** |
| CSI 108 | 2012-2013 |   |   |   |   |
| CSI 108 | 2011-2012 | 1 | 33 | 35 | 94.29% |
| CSI 108 | 2010-2011 | 1 | 17 | 35 | 48.57% |

1. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

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| **Correctional Science**  |
| Term | Enroll | Fill |  Sections | Mass Cap | Avg Class Cap | Avg Class Size | FTES | FTEF | WSCH/FTEF | Success | Retention | Day Classes | Extended Day Classes | Online Classes |
| Fall 2010 | 47 | 67% | 2 | 70 | 35 | 23.5 | 4.87 | 0.4 | 399.5 | 45% | 74% | 1 | 1 | 0 |
| Fall 2011 | 66 | 94% | 2 | 70 | 35 | 33 | 6.84 | 0.4 | 561 | 39% | 55% | 1 | 1 | 0 |
| Fall 2012 | 61 | 87% | 2 | 70 | 35 | 30.5 | 6.32 | 0.4 | 518.5 | 72% | 90% | 2 | 0 | 0 |
| Spring 2011 | 74 | 70% | 3 | 105 | 35 | 24.67 | 7.67 | 0.6 | 419.33 | 59% | 84% | 0 | 3 | 0 |
| Spring 2012 | 43 | 61% | 2 | 70 | 35 | 21.5 | 4.46 | 0.4 | 365.5 | 72% | 93% | 0 | 2 | 0 |
| Spring 2013 | 64 | 61% | 3 | 105 | 35 | 21.33 | 6.63 | 0.6 | 362.67 | 102% | 109% | 1 | 2 | 0 |
| % Change from Fall 2010 to Fall 2012 | 30% | 30% | NC | NC | NC | 30% | 30% | NC | 30% | 61% | 21% | 100% | -100% | NA |
| % Change from Spring 2011 to Spring 2013 | -14% | -13% | NC | NC | NC | -14% | -14% | NC | -14% | 71% | 31% | NA | -33% | NA |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The information from the data complied shows the classes have been fairly consistent since 2010. The fill rate fluctuated as student population and preferences were identified. The retention rates have been high and since offering day classes, we have seen an increase in student participation.

1. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

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| --- |
| Correctional Science |
| Term | CRN | Course | Inst Method | Duration | Session | Instructor | Enrolled | Drops | Success | Retention | AVE GPA |
| Fall 2010 | 10464 | CSI100 | F2F | Full Term | Day | Cota | 30 | 9 | 40% | 70% | 1.43 |
| Spring 2011 | 20245 | CSI100 | F2F | Full Term | Eve | Chavarria | 29 | 6 | 34% | 79% | 1.30 |
| Fall 2011 | 10457 | CSI100 | F2F | Full Term | Day | Cota | 33 | 26 | 9% | 21% | 1.14 |
| Fall 2012 | 10950 | CSI100 | F2F | Full Term | Day | Granish | 33 | 3 | 70% | 91% | 2.77 |
| Spring 2013 | 20131 | CSI100 | F2F | Full Term | Eve | Granish | 22 | 2 | 73% | 91% | 2.80 |
| Fall 2010 | 10354 | CSI102 | OL | Full Term | Eve | Mendez | 4 | 0 | 50% | 100% | 1.00 |
| Spring 2011 | 20833 | CSI102 | OL | Full Term | Eve | Mendez | 5 | 0 | 80% | 100% | 3.00 |
| Spring 2011 | 20244 | CSI104 | F2F | Full Term | Eve | Monge | 27 | 1 | 93% | 96% | 3.00 |
| Spring 2012 | 20071 | CSI104 | F2F | Full Term | Eve | Chavarria | 25 | 2 | 72% | 92% | 2.39 |
| Fall 2012 | 10778 | CSI104 | F2F | Full Term | Day | Rodriguez | 28 | 3 | 75% | 89% | 2.40 |
| Spring 2011 | 20250 | CSI106 | F2F | Full Term | Eve | Benavidez | 18 | 4 | 50% | 78% | 2.14 |
| Spring 2012 | 20068 | CSI106 | F2F | Full Term | Eve | Benavidez | 18 | 1 | 72% | 94% | 2.18 |
| Fall 2010 | 10271 | CSI108 | F2F | Full Term | Eve | Benavidez | 17 | 3 | 53% | 82% | 1.86 |
| Fall 2011 | 10653 | CSI108 | F2F | Full Term | Eve | Benavidez | 33 | 4 | 70% | 88% | 2.24 |
| Fall 2010 | 10356 | CSI120 | F2F | Full Term | Day | Singh | 3 | 2 | 33% | 33% | 4.00 |
| Fall 2010 | 10357 | CSI120 | OL | Full Term | Eve | Mendez | 4 | 0 | 75% | 100% | 2.00 |
| Spring 2011 | 20247 | CSI120 | F2F | Full Term | Day | Singh | 3 | 0 | 33% | 100% | 1.33 |
| Spring 2011 | 20267 | CSI120 | F2F | Full Term | Day | Rodriguez | 1 | 0 | 100% | 100% | 4.00 |
| Spring 2013 | 20102 | CSI206 | F2F | Full Term | Day | Rodriguez | 23 | -8 | 135% | 135% | 3.26 |
| Spring 2013 | 20314 | CSI208 | F2F | Full Term | Eve | Benavidez | 19 | 0 | 95% | 100% | 2.68 |

As noted in the section before this one, the retention rates have been consistent and show that once students have enrolled in the program, they are very likely to continue and complete the entire set of classes necessary to attain the Certificate and/or Degree.

1. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Gender

|  |  |
| --- | --- |
|  | CSI |
|  | Female | Male | N/A |
| Term | # | Success | Retention | # | Success | Retention | # | Success | Retention |
| Fall 2010 | 21 | 43% | 81% | 25 | 48% | 68% | 1 | 0% | 100% |
| Fall 2011 | 16 | 69% | 81% | 49 | 31% | 47% | 1 | 0% | 0% |
| Fall 2012 | 15 | 73% | 80% | 46 | 72% | 93% |   |   |   |
| Spring 2011 | 34 | 59% | 88% | 40 | 60% | 80% |   |   |   |
| Spring 2012 | 18 | 67% | 94% | 24 | 75% | 92% | 1 | 100% | 100% |
| Spring 2013 | 27 | 100% | 100% | 45 | 82% | 93% | 1 | 100% | 100% |
| Total | 131 | 69% | 89% | 229 | 61% | 78% | 4 | 50% | 75% |

Ethnicity

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CSI** | **African-Am** | **Am. Ind or A.N.** | **Asian** | **Filipino** | **Hispanic** | **Mexican, M.A.** |
| Term | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention |
| Fall 2010 |   |   |   |   |   |   |   |   |   |   |   |   | 26 | 35% | 73% | 16 | 69% | 88% |
| Fall 2011 |   |   |   |   |   |   |   |   |   |   |   |   | 46 | 35% | 54% | 14 | 50% | 50% |
| Fall 2012 |   |   |   |   |   |   |   |   |   |   |   |   | 49 | 73% | 90% | 10 | 70% | 100% |
| Spring 2011 |   |   |   |   |   |   |   |   |   |   |   |   | 41 | 59% | 90% | 21 | 57% | 76% |
| Spring 2012 |   |   |   |   |   |   |   |   |   |   |   |   | 29 | 72% | 93% | 11 | 82% | 91% |
| Spring 2013 |   |   |   |   |   |   |   |   |   | 1 | 100% | 100% | 55 | 91% | 96% | 13 | 92% | 100% |
| Totals | 0 | NA | NA | 0 | NA | NA | 0 | NA | NA | 1 | 100% | 100% | 246 | 63% | 83% | 85 | 68% | 82% |

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| --- | --- | --- | --- | --- | --- |
| **CSI** | **Other** | **Other Hispanic** | **Pac Islander** | **Unknown, NR** | **White** |
| Term | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention | # | Success | Retention |
| Fall 2010 |   |   |   |   |   |   |   |   |   |   |   |   | 5 | 20% | 40% |
| Fall 2011 |   |   |   |   |   |   |   |   |   | 6 | 50% | 67% |   |   |   |
| Fall 2012 |   |   |   |   |   |   |   |   |   | 2 | 50% | 50% |   |   |   |
| Spring 2011 |   |   |   | 3 | 100% | 100% |   |   |   | 7 | 71% | 86% | 2 | 0% | 0% |
| Spring 2012 |   |   |   |   |   |   |   |   |   | 3 | 33% | 100% |   |   |   |
| Spring 2013 |   |   |   |   |   |   |   |   |   | 4 | 50% | 75% |   |   |   |
| Totals | 0 | NA | NA | 3 | 100% | 100% | 0 | NA | NA | 22 | 55% | 77% | 7 | 14% | 29% |

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| --- | --- | --- | --- | --- |
| **Fiscal Year Planning** | **Program** | **Persistence** | **IVC Persistence Rate** | **State Avg. Persistence Rate** |
| 2013-2014 | Correctional Science | 8/8 | 100% | 88.68% |
| 2012-2013 | Correctional Science | 5/6 | 83.33% | 88.27% |
| 2011-2012 | Correctional Science | 7/7 | 100% | 83.93% |

We have higher areas of success with female students in this subject area. This has been noted by our instructors since the program was reestablished in 2010. We have had more Hispanic and Mexican students than any other ethnic group. Being so close to Mexico, this is true for most of our classes. The courses align well with the population of the college and are consistent with other courses at the college.

1. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

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| --- | --- | --- | --- | --- |
| **Fiscal Year Planning** | **Program** | **Total Completions** | **IVC Completion Rate** | **State Avg. Completion Rate** |
| 2013-2014 | Correctional Science | 2/2 | 100% | 84.06% |
| 2012-2013 | Correctional Science | 4/5 | 80% | 86.52% |
| 2011-2012 | Correctional Science | 5/5 | 100% | 88.28% |

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| --- | --- | --- | --- | --- | --- | --- |
| **Program Completion** |  |  |  |  |  |  |
| **Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)** |
|  |  |  |  |  |  |  |
| **Degrees** | **Awarded** |  | **Certificates** | **Awarded** |
| Correctional Science | 7 |  | Correctional Science | 2 |

Since the program was realigned, students are beginning to show results by their degrees. This is impressive because just three years ago, this program was almost discontinued. But through the efforts of our Advisory Committee, we were able to save the program and it is beginning to flourish.

1. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

The Correctional Academy will have the most immediate impact upon the students that are participating in that training. With the aspect of almost immediate employment, this training program could make a huge impact upon the entire community. A few weeks ago, an announcement was made that two large employers in the region were closing and several hundred workers would be unemployed within a few months. This one program has the potential to employ at least that number of workers and could offset the loss of losing those other employers.

1. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

The charts above are based on an across the board evaluation of the classes being offered in a face-to-face classroom environment. We have split our courses across the day as evenly as possible. We offer all of our required classes during the evening hours, to afford our working students the opportunity to enroll. The remaining classes are spread out through the mornings and afternoons. We have also seen good success with classes we have been offering in 3 hour blocks during the day and on Fridays. These classes are set up the same as an evening class, but offered during the day, usually on a Monday or Friday, and have been popular with student population. This idea was originally offered to maximize our available classroom space due to the extended day format of the Police Academy Program. The academy would occupy three or four days per week, depending upon which part was being offered that semester. The remaining days that were unfilled by the academy became available for this one day a week format. It maximizes available classroom space and is very cost effective in terms of facility expenditures such as electricity and faculty availability.

Currently, we are not offering online classes. We are in the process of qualifying three classes to be offered online in the future, but they will not be available until the next school year. We will be bringing the classes online one per semester, if qualified. Beginning in the spring semester of 2015, the CSI-100 Introduction to Correctional Science will be offered. This is a required class and will facilitate distance learning and availability for our students interested in this subject. We have been getting a number of requests for these classes to be offered online by the staff of the two State Prisons within our region.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | Enroll | Fill |  Sections | Mass Cap | Avg Class Cap | Avg Class Size | FTES | FTEF |
| Fall 2010 | 47 | 67% | 2 | 70 | 35 | 23.5 | 4.87 | 0.4 |
| Fall 2011 | 66 | 94% | 2 | 70 | 35 | 33 | 6.84 | 0.4 |
| Fall 2012 | 61 | 87% | 2 | 70 | 35 | 30.5 | 6.32 | 0.4 |
| Spring 2011 | 74 | 70% | 3 | 105 | 35 | 24.67 | 7.67 | 0.6 |
| Spring 2012 | 43 | 61% | 2 | 70 | 35 | 21.5 | 4.46 | 0.4 |
| Spring 2013 | 64 | 61% | 3 | 105 | 35 | 21.33 | 6.63 | 0.6 |
| % Change from Fall 2010 to Fall 2012 | 30% | 30% | NC | NC | NC | 30% | 30% | NC |
| % Change from Spring 2011 to Spring 2013 | -14% | -13% | NC | NC | NC | -14% | -14% | NC |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Completion** |  |  |  |  |  |  |
| **Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)** |
|  |  |  |  |  |  |  |
| **Degrees** | **Awarded** |  | **Certificates** | **Awarded** |
| Correctional Science | 7 |  | Correctional Science | 2 |

The program is sustainable. We are finding that more students are enrolling in the spring semester, and we have started offering our classes accordingly. By keeping an eye on enrollment, we will be able to manage the enrollment and maximize our cost effectiveness.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| --- | --- |
| **FUTURE PROGRAM GOALS**(Describe future program goals. List in order of budget priority.) | **INSTITUTIONAL GOAL(S)** (Check all that apply.) |
|  |  |
| **1** | **FUTURE PROGRAM GOAL #1**Budget Priority #1 | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** To incorporate the Correctional Academy into the course catalog and have it approved by the Chancellor’s Office for apportionment.  | [x]  1[ ]  2[ ]  3[ ]  4 |
| **Objective:** To gain approval by the Chancellor’s Office for this course to be offered on a regular basis and have it eligible for apportionment, therefore making eligible for financial aid approval. This would facilitate our students being able to take this class. |
| **Task(s):** Submit the course for approval. |
| **Timeline:** Dependent upon the college’s status. No submissions can be made while the college is pending accreditation. |
| **EXPENSE TYPE** | **FUNDING TYPE** | **RESOURCE PLAN**(Check all that apply.) | **BUDGET REQUEST** |
| [ ]  One-Time[ ]  Recurring | [ ]  Categorical Specify:       | [ ]  General Fund | [ ]  Facilities[ ]  Marketing[ ]  Technology[ ]  Professional Development[ ]  Staffing | $      |
|  |  |

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| --- | --- | --- |
| **2** | **FUTURE PROGRAM GOAL #2**Budget Priority #2 | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:**       | [ ]  1[ ]  2[ ]  3[ ]  4 |
| **Objective:**       |
| **Task(s):**       |
| **Timeline:**       |
| **EXPENSE TYPE** | **FUNDING TYPE** | **RESOURCE PLAN**(Check all that apply.) | **BUDGET REQUEST** |
| [ ]  One-Time[ ]  Recurring | [ ]  Categorical Specify:       | [ ]  General Fund | [ ]  Facilities[ ]  Marketing[ ]  Technology[ ]  Professional Development[ ]  Staffing | $      |

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| **3** | **FUTURE PROGRAM GOAL #3**Budget Priority #3 | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:**       | [ ]  1[ ]  2[ ]  3[ ]  4 |
| **Objective:**       |
| **Task(s):**       |
| **Timeline:**       |
| **EXPENSE TYPE** | **FUNDING TYPE** | **RESOURCE PLAN**(Check all that apply.) | **BUDGET REQUEST** |
| [ ]  One-Time[ ]  Recurring | [ ]  Categorical Specify:       | [ ]  General Fund | [ ]  Facilities[ ]  Marketing[ ]  Technology[ ]  Professional Development[ ]  Staffing | $      |
|  |  |
| **TOTAL BUDGET REQUEST** | $      |

1. How will your enhanced budget request improve student success?

Comments:

**III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

|  |  |
| --- | --- |
| **ISLO 1** | COMMUNICATION SKILLS |
| **ISLO 2** | CRITICAL THINKING SKILLS |
| **ISLO 3** | PERSONAL RESPONSIBILITY |
| **ISLO 4** | INFORMATION LITERACY |
| **ISLO 5** | GLOBAL AWARENESS |

**IV. PROGRAM LEARNING OUTCOMES (PLOs)**

|  |  |
| --- | --- |
| **PROGRAM LEARNING OUTCOMES**(Describe learning outcomes.) | **ISLO(S)** [Link PLO to appropriate ISLO(s).] |
|  |  |  |
| **PLO****1** | **PROGRAM LEARNING OUTCOME #1** | **ISLO(S)** |
| **Identify Program Outcome:** Identify the basic concepts between Probation and Parole and the role they play in the Criminal Justice arena. | [ ]  ISLO 1[x]  ISLO 2[x]  ISLO 3[x]  ISLO 4[ ]  ISLO 5 |
| **Measurable Outcome Summary:** The CSI-100 class introduces the student to the correctional science system. We go into detail about Probation and Parole in CSI-104 Concepts of Probation and Parole. These two classes lay the foundational information the student will utilize throughout their Certificate/Degree pursuit. |
| [x]  Met | [ ]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. |
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| --- | --- | --- |
| **PLO****2** | **PROGRAM LEARNING OUTCOME #2** | **ISLO(S)** |
| **Identify Program Outcome:** Identify the methods used and the purposes of institutional safety and how it relates to the structure and organization of inmate control and supervision | [ ]  ISLO 1[x]  ISLO 2[ ]  ISLO 3[x]  ISLO 4[x]  ISLO 5 |
| **Measurable Outcome Summary:** CSI-208 Control and Supervision of Inmates familiarizes the student with tested and proven methods and practices used in correctional facilities for the humane care and control of inmate populations. The professional in this field must understand these concepts and practices in order to morally and legally operate any correctional facility. |
| [x]  Met | [ ]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. |
|  |  |  |
| **PLO****3** | **PROGRAM LEARNING OUTCOME #3** | **ISLO(S)** |
| **Identify Program Outcome:** Identify the various kinds of interventions available and the techniques used in the industry. | [x]  ISLO 1[ ]  ISLO 2[x]  ISLO 3[ ]  ISLO 4[x]  ISLO 5 |
| **Measurable Outcome Summary:** CSI-206 Correctional Interviewing and Counseling explores the complex and dynamic role correctional counseling can play in the control and rehabilitation of inmates within a correctional facility. By being able to identify potential issues before they become problems and possibly dangerous situations, the student will become familiar with industry standards that allow for the humane treatment of anyone remanded to a correctional facility. |
| [x]  Met | [ ]  Partially Met | [ ]  Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time. |
|  |  |  |
| **\*\*\*\*\* ATTACH PLO/SLO GRID \*\*\*\*\*** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSI | 100 | Intro to Correction | PBSF | EWD | 3 |   | 1,2 | Not offered | Not offered |
| CSI | 104 | Cncpts of Probatio | PBSF | EWD | 3 |   | 1,2,3 | XXX | (Chavarria) 1,2,3 |
| CSI | 206 | Corr Interviewing | PBSF | EWD | 3 |   | 1,2 |   | (Benavide) 1,2,3 |
| CSI | 208 | Control & Suprvsn  | PBSF | EWD | 3 |   | 1,2 | No Info | Not offered |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (Granish) 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX |
| (Rodrig) 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX |
| XXX | (Rodriguez) 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |
| XXX | (Benavidez) 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 | XXX | 1,2,3 |