Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

PROGRAM: | ADJU A.S. Degree and Certificate AND Corrections program

Academic Year: | 2013-2014   **Date Submitted:** | Oct 2, 2013

By:

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1. Program Mission and Vision

A. **Program Mission**

> The mission of the Criminal Justice program at Barstow Community College is to prepare students for careers in law enforcement and/or corrections. The program enhances the student's knowledge and understanding of the various areas of U.S. law enforcement through course work in administration of justice, procedures in the justice system, and criminal law.

B. **Program Vision** *(Where would you like the Program to be three years from now?)*

> The Administration of Justice Program will become an all encompassing law enforcement and corrections program that is responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous program improvement.

C. **Describe how mission and vision align with and contribute to the College's** Mission **and** Vision

> The Administration of Justice Program mission ties into the Barstow Community College mission as follows:
> 1. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
> 2. Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.
> 3. Providing vocational education and training programs and courses that give students the knowledge, skills, and certification necessary for entry through advanced level employment and career advancement.

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2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. **Organization, including staffing and structure**

B. Who do you service (including Demographics)?

C. What kind of services does your program provide?

D. How do you provide them?

> The ADJU program offers an A.S. and a certificate in Administration of Justice. It also offers Corrections courses as electives and is seeking approval to offer an A.S. degree in Corrections. The program currently has 4 part time faculty who instruct in the discipline of Law Enforcement. One of the 4 instructors teaches Corrections courses as well. The classes are taught primarily online. However, approximately 25% of the students attend live courses and the department is looking to expand its live course offerings to the Fort Irwin community. The majority of students are non-traditional and there are quite a few military students in the program. We also offer concurrent enrollment to high school students at Barstow High School and Silver Valley High School. Some career fields, such as electrical or welding have partnerships with specific companies because they cannot find qualified workers. The law enforcement industry in Southern California has a surplus of qualified applicants because there have been so many layoffs due to budget cuts over the last several years. Law enforcement is one of the few career fields where it does not matter how much education a person has; a new employee still has to attend the agency academy training program as provided by law. However, college ADJU programs serve to give individuals a leg up when competing for the positions available by helping them develop knowledge and demonstrate a commitment to pursuing a career in this field.

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3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

> FT faculty = 0/ Part-time faculty = 4 =
> Part-time faculty = 100% of the program's instructors

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	85	294

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	145/101 70%	589/376 64%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	FTE data is not included in 2012-2103 program review as per Program Review Committee	FTE data is not included in 2012-2103 program review as per Program Review Committee

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	Not Applicable	Not Applicable
b) Part-time:	183/145 79%	772/592 77%

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B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

1) Summarize the progress your program has made on program and/or course level SLO measures.
   (Include **Outcome Statements** in this summary.)

> **Program Learning Outcomes(ADJU A.S. degree and Certificate):**
>
> 1. Evaluate and analyze the political and public administrative aspects of criminal justice organizations.
> 2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections.
> 3. Demonstrate an understanding of the functions of police, courts, and corrections.
> 4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.

Additional support/mentorship to students who have difficulty with research and writing is being provided and there has been much success in overall student achievement as a result. Students have been encouraged to use the online library databases, been instructed which databases are useful for Criminal Justice Research, have been provided links to assist in APA formatting and have been encouraged the use of the grammar and spell check program through MSWord, as well as Grammarly (A program for advanced proofreading and grammar support), and are encouraged to utilize the free tutorial services offered through the LRC Library Solarium or via Skype or CCCConfer.

All student learning outcomes were assessed for each course taught and final exam questions have been designed to measure specific student learning outcomes with much success. The ADJU department will continue to assess each class as it is taught.

2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Revising the SLOs and Course Outlines of record has helped to align specific areas of concern in the various ADJU courses. More specifically the final exam questions have been aligned so that they have a direct link to learning outcomes. In this way an assessment can be made to see what, if any learning outcomes are not being covered fully enough within the course and an adjustment can be made for future terms.

3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

The program outcomes progress remains a work in progress. As courses are offered and learning outcomes measured each term the department can identify what, if any weaknesses may need to be addressed. In the online course offerings weekly discussions and exam questions within some of the courses have been modified as a result of this review. The Corrections courses were reassigned to a new instructor for Spring 2013. All Corrections courses are being revamped and there are still several courses in corrections that have not yet been evaluated. However, it is expected that all will have been evaluated by next year.

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C. Supporting Assessment Data *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* that you have chosen to gauge your

program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

> The department in the process of seeking approval for an A.S. degree in Corrections.

2) Summarize the results of these measures.

> There has been an advisory committee meeting and a need has been identified for an A.S. degree in Corrections. The advisory minutes along with the approval paper work is being forwarded to the Chancellor's Office for approval.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

> While many of the Corrections courses taught are an elective credit, there remains a high demand for these courses. Offering a degree in Corrections is expected to satisfy community and student needs.

4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

> Benchmarks were not completed this cycle as agreed upon by the Academic Affairs office

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D. Two-Year Scheduling Plan

1) What is the program's Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

ADJU A.S. (and Certificate) Two year plan follows the requirements as shown below:
Below is list of classes taught for last 2 years

Law Enforcement A.S. Degree/Certificate

Spring (even years)		Fall (even years)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

Spring (odd years)		Fall (odd year)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

ADJU Corrections Courses as shown below:
Below is list of classes taught for last 2 years

Corrections A.S. Degree

Spring (even years)	Fall (even years)
ADJU15 Online ADJU 17 Online	ADJU 14 Online ADJU 16 Online ADJU 18 Online

Spring (odd years)	Fall (odd year)
ADJU15 Online ADJU 17 Online	ADJU 14 Online ADJU 16 Online ADJU 18 Online

Associate Of Science, Administration Of Justice
Major Core Requirements (24 units)
ADJU 1 Intro to the Administration of Justice 3
ADJU 2 Principles and Procedures of The Justice System 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

Administration Of Justice - Certificate Of Achievement
Required Courses Units
ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Total Units Required 24

Associate Of Science, Administration Of Justice, Corrections (Pending Approval)
ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 14 Introduction to Corrections 3
ADJU 15 Legal Aspects of Corrections 3
ADJU 16 Control and Supervision in Corrections 3
ADJU 17 Correctional Interviewing and Counseling 3
ADJU 18 Fundamentals of Probation and Parole 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

The above 2 year plan appeared to meet student needs, although there were still quite a few online students we had to turn away because courses were full. For the live class we needed to offer ADJU 5 live at BCC for Fall 2013, but had an instructor back out of teaching that course for this term. In addition, the post General at Fort Irwin has asked that the ADJU department offer courses at the Fort Irwin site and/or via teleconference.

3) Reflecting on these results, what are the goals for the next assessment cycle?

The 2 year plan has been changed to cover all live BCC courses and on line courses with the available instructors currently available and committed to instruct those courses. In addition, the ADJU discipline and CTE dean will work with Fort Irwin personnel to see about offering classes at the fort either on site or via teleconferencing.

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4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

The department has reviewed and updated all SLOs.

B. Explain the current evaluation process. How and when was the curriculum last evaluated?
(Appropriateness, archiving, deleting, revising, etc.)

- The curriculum for ADJU was evaluated in 2012-2013 – resulting in the new SLOs on the course outlines.
- The curriculum process at this time relies on CTE training, program review and curriculum requirements. There was not a standing curriculum discussion in the department since only adjuncts taught in the discipline.

C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years *(see Curriculum Manual for additional information, if necessary)*.

All courses should be in full-compliance at this time.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum

(including all modes of delivery)?

- Any new ADJU course will be updated to include SLOs.
- Some new viable curriculum is not needed to align with state requirements.
- An A.S.T (transfer degree) is an option at the state, but needs to be reviewed for feasibility at Barstow College
- Waiting on feedback concerning approval for the A.S. degree in Corrections
- All ADJU courses are taught in both delivery modes – online and live. Usually over 60% of the offerings are offered online each semester. So no changes at this time to modes of delivery

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

- Involved faculty who attend all Saturday trainings and positive word of mouth from students

- The discipline has worked together well from a distance

B. Weaknesses

- No lead to work with state and college documentation requirements
- No way to track students whose "success" is getting a job, not completing a certificate or degree

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

- New state delineated Transfer degree a possibility for students transferring to CSU

- The new partnership with Park University which is working to continue BCC ADJU students to a 4 year degree on the BCC site

B. Threats

State and college budget constraints.

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

ADJU instructors regularly attend the Barstow Community College CTE training
In addition, the lead faculty Michael Beshears and Michelle Beshears have attended the Sloan - C workshop Exemplary Institutions: Addressing Faculty Workload and APUS 201: Learning Objectives workshop.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

Department members will continue to attend the CTE training meetings. The CTE department does not currently require continuing education training and/or track it for adjuncts. The department is not aware of future plans to do so. Michael Beshears and Michelle Beshears attend at least 2 continuing educations courses a year on a regular basis and will continue to do so.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

SLO's have been redeveloped for Corrections courses and are currently being utilized in online courses. The department has assessed and/or is assessing SLOs for all ADJU Law Enforcement courses for the current year. The department has incorporated final exams that measure student learning outcomes with positive results. It also continues to evaluate the effective measurement of PLOs and SLO's as well as ensure proper alignment of the SLOs with PLOs. The department is currently in agreement that the SLO's do align with the current PLOs, but it will continue work with the Dean of Instruction to ensure that there is a clear distinction between SLOs and course objectives.

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9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals:**

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase student retention within the online program	*List all that apply:* - **Foster** innovative learning environment - **Provide** Successful college learning experience - **Promote** and support student engagement - **Cultivate** and enhance local partnerships - **Attract**/develop excellent employees	Reach out to students early in the course and create a welcoming atmosphere within the first few days of the course.	Respond to more student intros at the beginning of the course and reach out to students that appear to be falling behind.	**OUTCOMES:** Increased student retention. **MEASURES:** Data showing student retention increase for 2013/2014 **ASSESSMENT:** Data showing student retention increase for 2013/2014

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	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED	OUTCOMES, MEASURES
#2	Gain approval for an A.S. in Corrections	*List all that apply:* - **Foster** innovative learning environment - **Attract**/develop excellent employees - **Strengthen** college planning/ decision making	Determine the educational and training needs of the community.	An industry program advisory board met in 2013 and determined a need for an A.S. in Corrections degree	**OUTCOMES:** Ensure A.S. is approved for 2013/2014 school year **MEASURES:** Representatives in the fields of law enforcement, probation, parole and corrections discussed this as an industry standards and need. **ASSESSMENT:** Ensure curriculum meets industry standards and needs. Currently seeking approval for A.S. in Corrections since this need was recently identified during the 2103 Industry Advisory meeting.

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Develop an outreach program that offers live ADJU courses at Fort Irwin.	*List all that apply:* - **Attract**/develop excellent employees - **Foster** innovative learning environment - **Provide** Successful college learning experience.	To meet the needs of the Fort Irwin site with live course offerings on the base.	Approved salary budget of $5000 and hiring of an instructor willing to teach at the Fort Irwin base.	**OUTCOMES:** Expand outreach to Fort Irwin soldiers that may not wish to take online courses and are not able to travel to Barstow Community College. **MEASURES:** Seeking approval for $5000 for salary and looking to hire an adjunct professor willing to instruct at the Fort Irwin site. **ASSESSMENT:** Increased enrollment in the ADJU program.
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#4		*List all that apply:* -		#1 #2 #3	
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ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#5	*List all that apply:*	#1		
		#2		
		#3		
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#6	*List all that apply:*	#1		
		#2		
		#3		
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10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1 and 2	1-3 1-2	Time and support for outreach – also holding meetings with counselors and other key contacts on campus and in the community	Unknown		
1 and 2	1-3 1-2	New Adjunct to teach two courses each semester at Fort Irwin if the program pilot is successful	$5,000 each semester estimate	Yes?	

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source