Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM:	Administration of Justice		

Academic Year:	2016-17	**FULL PROGRAM REVIEW**	**Date Submitted:**	October 6, 2017
Academic Year:		**ANNUAL UPDATE #1**	**Date Submitted:**	
Academic Year:		**ANNUAL UPDATE #2**	**Date Submitted:**	

By:

Faculty Lead: Missy Cunningham

Members: Michael Beshears, Michelle Beshears, Paul Courtney, and Frankie Lozano

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

Annual Update #1
Annual Update #2

1. Program Mission and Vision

A. Program Mission

The mission of the Administration of Justice (ADJU) program at Barstow Community College is to provide students of diverse skills, abilities, and backgrounds with quality instruction that will: (1) prepare students for a career in law enforcement and/or corrections; (2) allow students to obtain a transfer degree if they wish to transfer to a four-year college or university; and (3) provide students who already work in the criminal justice field with a degree that will enable them to compete for promotions within the criminal justice field. The program will provide all students with knowledge in criminal justice matters that will fulfill their educational, employment, and life-long learning goals.

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

The ADJU program's vision is to achieve and maintain excellence in student learning and success. Our program will ensure that it reflects the changing needs of law enforcement and corrections agencies, so our students will be able to meet the expectations and accepted practices of the profession. We are committed to using innovative educational tools that will empower our students to achieve their goals of obtaining a degree, transferring to other educational institutions, and/or pursuing a career in the criminal justice system.

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

BARSTOW COMMUNITY COLLEGE MISSION: Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career/ workforce opportunities, enabling all in the community to thrive in a changing global society.

BARSTOW COMMUNITY COLLEGE VISION: Empowering Students to Achieve Their Personal Best Through Excellence in Education

The ADJU program aligns with and contributes to the College's Mission and Vision by offering traditional and distance education courses that empower students to achieve personal goals and professional growth whether it be obtaining a degree, transferring to a four-year college or university, and/or pursuing a career in law enforcement or corrections. The program enables everyone in the community to thrive in a changing global society by adjusting courses and course offerings to reflect the changing needs of the criminal justice system. These adjustments better prepare our students for successful careers in law enforcement and/or corrections, which, in turn, will allow these agencies to better serve the community.

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

The ADJU program has one full-time instructor and four adjunct instructors. The faculty are under the supervision of the Dean of Instruction- Career Technical Education/Workforce & Economic Development. The full-time instructor teaches both online and live classes. The live classes are taught on the main BCC campus, but students at Fort Irwin can also take these courses via satellite. Three adjunct instructors teach exclusively online. One adjunct instructor teaches online and live classes, as needed.

B.   Who do you service (including demographics)?

The ADJU Program serves a diverse group of students – varying in age, gender, ethnicity, and experiences. Our students include: first-time students (including those attending through the Barstow Promise); returning students; full-time students; part-time students; students working in a non-criminal justice field who are looking for a new career in the criminal justice field; students already working in the criminal justice system who need a degree for career advancement; active military students; and family members of active soldiers.

The students who enroll in our courses most commonly represent our local community or our neighboring communities, but some are from other areas within California, other states within in the United States, and even other countries (due to our service of active military and their families).

2017 Barstow College Student Success Scorecard

Barstow College, established in 1959, is in the Mojave region of San Bernardino County, approximately 120 miles from both Los Angeles and Las Vegas. The college serves the communities of Barstow, Lenwood, Newberry Springs, Daggett, Yermo, Hinkley, Ludlow and Baker. The college also provides on-site programs to military personnel at the U.S. Army National Training Center, Ft. Irwin, and to off-campus students through a large online program. Recognizing that students have varying learning styles, have preferences for particular learning formats, or have extremely tight schedules, students at BCC can enroll in online classes, traditional "live" classes, or hybrid classes.

Student Information (2015-2016)					Other Information (2015-2016)	
Students				4,640	Full-Time Equivalent Students	2,497.0
GENDER		RACE/ETHNICITY			Credit Sections	1,065
Female	59.9%	African American	14.0%		Non-Credit Sections	22
Male	39.0%	American Indian/Alaska Native	0.6%		Median Credit Section Size	17
Unknown Gender	1.1%	Asian	2.5%		Percentage of Full-Time Faculty	45.2%
AGE		Filipino	1.7%		Percentage of First-Generation	42.5%
Under 20 years old	20.8%	Hispanic	40.8%		Student Counseling Ratio	515:1
20 to 24 years old	29.7%	Pacific Islander	1.0%		* Insufficient data	
25 to 39 years old	35.5%	White	32.3%			
40 or more years old	13.9%	Two or More Races	5.0%			
Unknown Age	0.0%	Unknown Ethnicity	2.2%			

Rectangular Snip

C.   What kind of services does your unit provide?

We offer ADJU courses in both traditional (live classes) and distance education format. The live classes are offered during the day and evening. All ADJU courses are provided regularly to students and are part of the ADJU 2-Year Plan. The full-time instructor maintains weekly office

hours on campus for students to get help in a live setting. Additionally, all instructors are available via telephone and/or email to provide students with needed assistance.

The ADJU program organizes and participates in an annual advisory meeting with members of the criminal justice system. During those meetings, we discuss possible changes/additions to the ADJU course offerings based on needs expressed by the members of the criminal justice system.

D.   How do you provide them?

ADJU courses are provided in face-to-face, hybrid, and online formats. The face-to-face courses can also be taken by students at Fort Irwin via satellite to the Fort. We plan to expand options for students at Fort Irwin by offering hybrid courses at the Fort Irwin for students at the Fort who prefer to learn in a face-to-face environment but are not able to drive to BCC to attend live classes.

E. Does the program have a degree or certificate?	**The ADJU Program offers the following degrees and certificates:** Associate of Science, ADJU Associate of Science for Transfer, ADJU Certificate of Achievement, ADJU **Although we do not have them at this time, we are working on obtaining approval for a certificate and a degree in Corrections

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

1 to 3.4

	TRADITIONAL	ONLINE
2) Course Completion Rate	67.16%	91.13%
3) Course Success/Retention Rate	52.24%	61.20%
4) WSCH/FTEF Ratio		
Full-time:	1.2	1
Part-time:	0	2.6
5) Fill Rate	45.39%	50.67%

Reflect on the data above:

The number of instructors we have is currently sufficient to meet the program's needs. The full-time instructor teaches both live and online classes, while the adjunct instructors only teach online classes. This is sufficient for our current needs because we have more students taking online courses than live classes. We are focusing on improving enrollment in traditional classes and may have a future need for additional faculty to teach live classes, especially evening classes (as the community has indicated an interest in ADJU evening classes on campus).

We have a higher course completion rate for ADJU online courses than for traditional classes. However, the difference between the success rates for traditional and online courses is much less than the difference in completion rates. One major reason for the higher online completion rate is the number of students who complete some coursework sporadically during the term. Although they complete the course, they cannot pass the class due to amount of work that was not turned in. We need to continue focusing on getting these people to stay engaged by completing more online assignments, which will improve success rates.

ADJU fill rates remain low in both the traditional and online formats. One reason for the low-fill rate in the traditional classes is that we were offering ADJU 1 and 2 sections to off-campus (State Street) in an effort to enroll high-school students. The initial ADJU 1 course offering for high-school students resulted in a fill-rate just over 50%. However, most high-school students wanting to take the subsequent ADJU 2 course did not meet eligibility requirements, resulting in a fill-rate of less than 20%. Compounding the issue is the fact that many college students were unable to take the ADJU 1 and 2 courses at State Street due to transportation issues from the main campus. We have moved all offerings back to the main campus. A positive sign is that the fill rate for

ADJU 1 immediately improved to 54% during the first subsequent offering at the main campus. The second offering jumped even higher to 92% during Fall 2017.

Another method for improving fill rates is through efficient scheduling by ensuring that we are not offering too many sections of the same course in the same semester or in consecutive semesters. We will also continue to market our courses with the goal of getting more students enrolled in all ADJU courses. Corrections courses should see an increase in fill rates once we are able to offer a Corrections Certificate.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

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.

2) Summarize the progress you have made on Program Level Outcomes.

No changes have been made to the Program Level Outcomes since the last Program Review. The PLOs reflect the concepts and principles required for students to successfully complete the ADJU program and to be successful in the criminal justice field. SLOs for specific courses correlate to the PLOs, so we are able to track progress on the PLOs using information collected for the SLOs. Here is a breakdown of results for each PLO:

PLO #1: Evaluate and analyze the political and public administrative aspects of criminal justice organizations.
- Progress on this PLO is measured using SLO 2 for ADJU 1 (Evaluate the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve law enforcement, courts and corrections)
  - The methods used to track progress were the ADJU 1 final examination and a group discussion in which students brainstormed political solutions to our prison overcrowding problem and a follow-up essay in which students explained the reasons for the solutions proposed. Regardless of which method used, the success rate for this PLO/SLO has remained steady at 80%, which shows students are meeting expectations for PLO #1.

PLO #2: Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections.
- Progress on this PLO is measured using SLO 1 for ADJU 2 (Analyze the procedures involved in the United States justice system from arrest to release).

- o The method used to track progress is the ADJU 2 Final Exam. 75% of students taking the ADJU 2 final exam passed with a C or higher, which demonstrates students are meeting expectations for PLO #2.

PLO #3: Demonstrate an understanding of the functions of police, courts, and corrections.
- Progress on this PLO is measured using SLO 3 for ADJU 2 (Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.)
    - o Progress on this PLO is tracked using three quizzes, which include multiple choice, true/false, and essay questions related to the functions of the three components of the criminal justice system. 70% of students taking these quizzes passed with a C or higher, which demonstrates students are meeting expectations for PLO #3.

PLO #4: Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.
- Progress on this PLO is measured using SLO 1 for ADJU 4 (Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.). We also track progress on this PLO using SLO 3 for ADJU 7 (Evaluate the importance of proper evidence handling procedures)
    - o Progress on this PLO is tracked using two methods. The first is an ADJU 4 test, which includes multiple choice, true/false, and essay questions related to the collection of evidence and the use of evidence at trial. 65% of students taking this test passed with a C or higher. The second is an ADJU 7 crime scene report, which requires students to view 9 pieces of evidence from a mock crime scene and then explain how to collect and package each item of evidence. The students were also asked to explain what they would do as follow-up testing for each piece of evidence. As part of the assignment, students actually collect various forms of evidence, including a blood sample, fingerprints, and bullet fragments. 86% of the students completing this assignment obtained a C or better. Overall, students are meeting expectations for this PLO, although they struggle more when this PLO is measured through objective tests.

3) **Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.**

Over the last Academic year, all course-level SLOs were measured and assessed each semester for each class offered in the Program. The information has been combined for summer 2016, fall 2016 and spring 2017 semesters:

ADJU 1:
SLO #1: Student Success Rate = 78%
SLO #2: Student Success Rate = 80%
SLO #3: Student Success Rate = 75%

ADJU 2:
SLO #1: Student Success Rate = 75%
SLO #2: Student Success Rate = 83%
SLO #3: Student Success Rate = 76%

ADJU 3:
SLO #1: Student Success Rate = 72%
SLO #2: Student Success Rate = 77%
SLO #3: Student Success Rate = 74%

ADJU 4:
SLO #1: Student Success Rate = 70%
SLO #2: Student Success Rate = 85%
SLO #3: Student Success Rate = 80%

ADJU 5:
SLO #1: Student Success Rate = 97%
SLO #2: Student Success Rate = 93%
SLO #3: Student Success Rate = 97%

ADJU 6: (not offered – course offerings cancelled due to low enrollment)

ADJU 7:
SLO #1: Student Success Rate = 83%
SLO #2: Student Success Rate = 86%
SLO #3: Student Success Rate = 88%

ADJU 8:
SLO #1: Student Success Rate = 100%
SLO #2: Student Success Rate = 100%
SLO #3: Student Success Rate = 100%

ADJU 14:
SLO #1: Student Success Rate = 73%
SLO #2: Student Success Rate = 73%
SLO #3: Student Success Rate = 73%

ADJU 15:
SLO #1: Student Success Rate = 60%
SLO #2: Student Success Rate = 60%
SLO #3: Student Success Rate = 100%

ADJU 16:
SLO #1: Student Success Rate = 74%
SLO #2: Student Success Rate = 74%
SLO #3: Student Success Rate = 74%

ADJU 17:
SLO #1: Student Success Rate = 90%
SLO #2: Student Success Rate = 90%
SLO #3: Student Success Rate = 90%

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

- Students were encouraged to use the tutoring center to help them improve their writing skills.
- Students are being encouraged to submit their assignments to their instructors prior to the due date for instructors to review and provide feedback. Students who take advantage of this opportunity to get feedback do better than those students who do not.
- Exams and quizzes were reviewed to determine whether particular questions should be removed or rewritten.
- In live courses, more hands-on activities are being offered, which has helped those students who do better with this learning style. For example, students are given an opportunity to collect evidence at a mock crime scene (including blood sample collection, fingerprinting, and collection of bullet fragments). In online courses, we are using videos that allow students to participate as jurors and investigators. For example, one video presents a mock trial and asks students to serve as jurors.

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

- ADJU instructors will continue to reach out to students who are not submitting assignments or regularly attending class in an effort to get them more engaged.
- ADJU instructors will continue to review examinations to make sure they can be easily understood.
- In online courses, ADJU instructors will provide more information in the discussion section responses that students can use to help them prepare for quizzes and tests.
- In live courses, ADJU instructors will incorporate even more hands-on activities to help students learn and understand the concepts being taught.

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 number of ADJU degrees and certificates awarded in 2016-2017 dropped from 36 to 18 when compared to 2015-2016. However, a closer review of the data over the last five years indicates shows that this drop is not unusual and is usually followed by a growth in degrees and certificates awarded.
- Student feedback surveys are also used to gauge student satisfaction with courses, instructors, and the college as a whole.
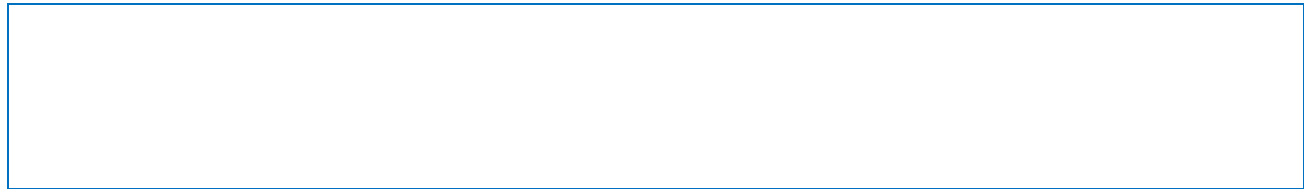
1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

		2014-2024 Occupational Employment Projections Riverside-San Bernardino-Ontario Metropolitan Statistical Area (Riverside and San Bernardino Counties)					Average Annual Job Openings			2016 First Quarter Wages [5]		Education and Training Levels [7]		
SOC Code*	Occupational Title	Estimated Employment 2014**	Projected Employment 2024	Numeric Change 2014-2024 [1]	Percent Change 2014-2024	Annual Average Percent Change	New Jobs [2]	Replace-ment Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
33-1011	First-Line Supervisors of Correctional Officers	610	670	60	9.8%	1.0%	6	18	24	$43.68	$90,848	7	<5 years	MT OJT
33-1012	First-Line Supervisors of Police and Detectives	250	270	20	8.0%	0.8%	2	9	11	$64.72	$134,615	7	<5 years	MT OJT
33-3000	Law Enforcement Workers	9,560	10,470	910	9.5%	1.0%	93	284	377	N/A	N/A			
33-3012	Correctional Officers and Jailers	4,070	4,460	390	9.6%	1.0%	39	112	151	$37.86	$78,754	7	None	MT OJT
33-3021	Detectives and Criminal Investigators	1,040	1,090	50	4.8%	0.5%	5	25	30	$43.02	$89,482	7	<5 years	MT OJT
33-3051	Police and Sheriff's Patrol Officers	4,330	4,810	480	11.1%	1.1%	48	143	191	$44.17	$91,878	7	None	MT OJT
33-9021	Private Detectives and Investigators	130	160	30	23.1%	2.3%	3	3	6	$23.29	$48,438	7	<5 years	MT OJT
33-9032	Security Guards	15,190	17,560	2,370	15.6%	1.6%	236	214	450	$11.22	$23,332	7	None	ST OJT

During advisory meetings, we discussed the fact that most law enforcement and corrections agencies have resumed hiring after hiring freezes that had restricted job opportunities in the criminal justice field nationwide. Law enforcement professionals also indicated a need to add more writing and ethics in our current courses. We continue to have a need for a degree and certificate in Corrections.

2) Summarize the results of the measures listed in #1 above:

Law enforcement and corrections agencies have resumed hiring, and we will continue to see an increase in job opportunities throughout the criminal justice systems. Two major weaknesses identified in advisory meetings is that applicants are having trouble passing the background checks required to obtain employment and lack the writing skills necessary in this field.

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.)

- The ADJU Program must continue to focus on improving enrollment numbers both in traditional and online courses. We continue to do outreach, such as participation in career days and open houses. Additionally, the full-time instructor has given a talk about careers in law enforcement to current students and plans to do so again in November 2017.
- We are incorporating ethics lessons with our current course offerings
- In addition to spending more time one-on-one with students to help them with their writing, students are being referred to the tutoring center for general help with their writing. Students on campus will be referred to relevant writing workshops offered at the main campus.
- The curriculum committee approved a new ADJU degree and certificate for Corrections. However, there was a delay in submission of the requirement documentation to the Chancellor's Office. Because of the delay, the documentation is being re-reviewed so that it can be resubmitted. Given the strong need for this degree and certification, this is being given high priority.

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

ADJU Law Enforcement

FALL Even Years
Live/Online
*ADJU 1
Intro to the Administration of Justice
*ADJU 2
Principles and Procedures of the Justice System
*ADJU 3
Concepts of Criminal Law
*ADJU 4
Legal Aspects of Evidence
*ADJU 5
Community Relations of the Justice System
*ADJU 6
Concepts of Enforcement Services
*ADJU 8
Juvenile Crime and Delinquency

SPRING Odd Years
Live/Online
*ADJU 1
Intro to the Administration of Justice
*ADJU 2
Principles and Procedures of the Justice System
*ADJU 5
Community Relations of the Justice System
*ADJU 6
Concepts of Enforcement Services
*ADJU 7
Principles of Investigation

FALL Odd Years
Live/Online
*ADJU 1
Intro to the Administration of Justice
*ADJU 2
Principles and Procedures of the Justice System
*ADJU 3
Concepts of Criminal Law
*ADJU 4
Legal Aspects of Evidence
*ADJU 6
Concepts of Enforcement Services
*ADJU 7
Principles of Investigation
*ADJU 8
Juvenile Crime and Delinquency

SPRING Even Years
Live/Online
*ADJU 1
Intro to the Administration of Justice
*ADJU 2
Principles and Procedures of the Justice System
*ADJU 3
Concepts of Criminal Law
*ADJU 5
Community Relations of the Justice System
*ADJU 6
Concepts of Enforcement Services
*ADJU 7
Principles of Investigation

ADJU Corrections

FALL Even Years	**SPRING Odd Years**
Online	**Online**
*ADJU 16	***ADJU 15**
Control and Supervision in Corrections	Legal Aspects of Corrections
*ADJU 18	***ADJU 17**
Fundamentals of Probation and Parole	Correctional Interview and Counseling
FALL Odd Years	**SPRING Even Years**
Live/Online	**Live/Online**
*ADJU 14	***ADJU 15**
Intro to Corrections	Legal Aspects of Corrections
*ADJU 16	***ADJU 17**
Control and Supervision in Corrections	Correctional Interview and Counseling

2) What changes, if any, have been made since the last Program Review?

We have not made any changes in the two-year plan since the last program review

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The two-year schedule provides a clear outline of course offerings that given full-time students the ability to complete all degree and certificate requirements within two years if students pass their courses and take their required general education courses.

Low enrollment numbers can have a negative impact on the two-year schedule. If a class is cancelled in a given semester, we have to move courses around to ensure students have an opportunity to take all required courses during the two-year period.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

The goals for the next program review cycle is to consistently improve enrollment numbers to minimize the negative impact of cancelled classes.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

Michelle Beshears, one of the adjunct ADJU instructors, created Barstow College's first OIE Exchange-ready course - Introduction to Criminal Justice.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.)*

No other changes have been made in the curriculum

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* *(May require reviewing ASSIST or meeting with Articulation Officer.)*

All transfer level courses appear current and aligned for transfer

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* *(Contact Articulation Officer for additional information.)*

The textbooks for all core and elective ADJU courses are current. We are moving to the most recent editions of the textbook for ADJU 1, 2, and 5 beginning in Spring 2018.

C. **List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc.** *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

All courses appear to be in full compliance with appropriate guidelines

D. **Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum** *(including all modes of delivery)*?

We will continue to participate in advisory meetings to ensure that our curriculum meets the needs of law enforcement and corrections agencies. We will continue to monitor and update textbooks as needed. We will continue to assess our courses using the SLO process and make improvements where needed. We will continue to work with our Distance Education staff to make sure that our online courses are in full compliance with the ADA.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

(1) All of our instructors have both expertise in the subject matter(s) that they teach and a strong desire to see our students succeed. Our instructors work hard to ensure that our courses respond to the current needs of our law enforcement and corrections agencies. For student success, our instructions are responsive to student questions, and they reach out to students who appear to be struggling. All instructors timely submit SLO reports and grades.
(2) All current ADJU courses are up-to-date and reflect the needs of the criminal justice system.
(3) ADJU courses use several delivery methods, including live classes, hybrid classes, and online classes.

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

(1) Enrollment numbers are low. This results in the cancellation of classes, which can make maintaining our two-year plan challenging.
(2) We have begun offering courses via satellite to Fort Irwin; however, the equipment is old and unreliable. This has resulted in many instances in which students at Fort Irwin are not able to see and/or hear class sessions, making it much more difficult for those students to succeed.
(3) The satellite equipment is only available in one small classroom. Because several departments also use the classroom in order to provide Fort Irwin students with satellite access, we are limited in the days and times we can offer live classes. This can have a negative impact on enrollment.

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Law enforcement agencies are currently hiring and this looks to be a trend that will continue in the foreseeable future. Increasing employment opportunities may lead to more students interested in obtaining an ADJU degree.

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

A limited budget could make it difficult to meet staffing needs if there is a need to offer additional live classes (including live classes at Fort Irwin)

Not everyone has felt the positive changes in the economy in the last few years and economic growth is an uncertainty. If students lack funding for tuition and books, we will struggle to improve enrollment numbers. Even students able to afford tuition may have a difficult time affording textbooks, which are unreasonably expensive.

Uncertainly in immigration policies and practices may negatively impact our students and could drive some students away from educational institutions.

7. Continuing Education/Professional Development

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

- ADJU faculty attend Saturday CTE training meetings, which cover a range of topics include program reviews, advisory meeting requirements, student/program learning outcomes, and CTE policies and procedures. Full-time faculty attends in person, and two of the adjunct faculty members attend via CCC Confer.
- ADJU faculty took online training Canvas classes to help make the transition from Moodle to Canvas.
- ADJU full-time faculty attends monthly Best Practices, All-Division, and All-College meetings.
- ADJU full-time faculty actively participates on the SLO Committee and the Student Success and Equity Committee

- ADJU full-time faculty participated in an Applied Suicide Intervention Skills Training (ASIST) two-day interactive workshop in suicide first aid.
- ADJU full-time faculty takes 24 hours of continuing legal education courses every 2 years. Topics have included search and seizure, evidence collection, jail intake procedures, and litigation practices.

B. How did this benefit your department and the College?

The monthly meetings and CTE training sessions help ensure that faculty are focused on student success. Participation in legal education courses and similar seminars and conferences helps to ensure that faculty maintain expertise in the criminal justice system and are able to incorporate this knowledge into curricula.

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

CTE faculty will continue to participate in Saturday CTE trainings, as well as Best Practices, All-Division, and All-College meetings. Full-time faculty will continue to participate in relevant continuing legal education courses, and all faculty will participate in conferences and workshops focused on criminal justice issues and instructional methods.

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.)*
- If the program does not have prior goals and objectives, please explain.

- We met the goal of gathering all ADJU SLO information each semester in order to track overall trends in student success. The information has showed that the ADJU is meeting expectations for all SLOs in all courses with the exception of ADJU 15 SLOs 1 and 2. However, the SLO measurements for ADJU 15 were based on 7 students, which means even one student failing to meet expectations had a large impact on success percentages. More information is needed to determine any trends.
- We have seen an increase in the retention rate within the online ADJU program. The rate has increased approximately 20% to 91.13%, which is a result of faculty reaching out directly to students through the Moodle and Canvas platforms and through email. However, we have seen a decrease in the percentage of students succeeding in online courses. We will need to adjust our goals to focus on improving the success rate.
- It should be noted that the approval for A.S. in Corrections was noted in the last Annual Update as having been approved based on information that was received to that effect. However, the degree and certificate were only approved by the Curriculum Committee. While it was believed that the required documentation was then submitted to the Chancellor's Office, it was not. Because of the delay, the documentation will have to reviewed and resubmitted.
- We have not seen an increase in the enrollment rates. Overall enrollment in ADJU courses decreased from 713 students to 518. We will continue to focus on increasing enrollment rates.

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**:

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Gain approval for an A.S. and a Certificate of Achievement in Corrections	*List all that apply:* Measurably advance student equity, completion and attainment of educational goals.	#1	Determine the educational and training needs of the community.	Discuss whether there is a continuing need for an A.S. degree and Certificate of Achievement during the 2017 advisory meeting	Get reaffirmation of need from law enforcement and corrections professionals
			#2	Review and update prior documentation	Meet with Dean Thomas to discuss documentation	Make any changes necessary before resubmission. Submit documentation in order to obtain approval.
			#3	Track progress of certificate approval.	Monitor progress through Curriculum Committee (if resubmission is required) and monitor after submission to Chancellor's Office	Chancellor's approval of A.S. in Corrections and a Certificate of Achievement in Corrections
	Additional Information:					
#2	Increase student enrollment in traditional and distance education courses	*List all that apply:* (1) Measurably advance student equity, completion and attainment of educational goals. (2) Expand marketing, outreach, and access to our community so	#1	Promote careers in law enforcement and corrections	Work with counselors to recommend ADJU courses and careers in the criminal justice system to students. Have ADJU faculty speak to students about careers in the criminal justice system.	Increased fill rates in ADJU courses
			#2	Advertise the availability of ADJU	Distribute ADJU brochures to the	Increased fill rates in ADJU courses

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		ACTION PLAN				
		as to advance BCC's image as the best small college in the high desert.		courses to students on campus and to the community	community and to students on campus	
			#3	Schedule live courses at days/times meeting the needs of students and community, including Fort Irwin	Speak with community members interested in ADJU courses about days/times they would be able to attend live classes.	Increased fill rates in traditional ADJU courses
	Additional Information:					
#3	Increase success rates in ADJU courses	*List all that apply:* (1) Measurably advance student equity, completion and attainment of educational goals. (2) Expand marketing, outreach, and access to our community so as to advance BCC's image as the best small college in the high desert.	#1	Prevent struggling students from falling behind	Utilize tutoring services. Encourage students to submit work early in order to get feedback before final submission of work	Improved success/passing rates. Improved SLO assessment success rates
			#2	Keep students engaged in both live and online classes	Reach out to online students who fail to submit any work during a particular week. Reach out to students in live classes who fail to submit homework assignments and/or fail to come to class during a two-week period. Use a variety of teaching methods.	Improved success/passing rates. Improved SLO assessment success rates
			#3	Provide students with continuous academic support	Make use of early alert system when appropriate. Encourage students to use tutoring services, library services.	Improved success/passing rates. Improved SLO assessment success rates

ACTION PLAN					
	GOAL	**ALIGNMENT WITH BCC STRATEGIC PRIORITIES**	**OBJECTIVE**	**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
	Additional Information:				

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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #1	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	#1			
	#2			
	#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	#1			☐
	#2			
	#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	#1			
	#2			
	#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) **(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		**#1**		☐
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		**#1**		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

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