

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Administration of Justice

Academic Year: 2021-22

Name of Faculty Submitter(s): Dr. Michael Beshears and Dr. Michelle Beshears

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

What is the program mission?

Our mission is to prepare students for careers in law enforcement and/or corrections by enhancing students' knowledge and understanding of the various areas of the United States criminal justice system.

What is the program vision?

Our vision is to provide quality education in law enforcement and corrections to meet the expectations and accepted practices of the profession. We will remain responsive to the educational needs of our community, by providing learner-centered educational experiences and by being committed to innovation and continuous program improvement.

Please provide a short program description:

The certificate was designed to enhance student success, leadership development, and career/workforce opportunities, enabling all in the community to thrive in a changing global society. The Administration of Justice program provides students with an understanding of the U.S. Criminal Justice system and introduces students to job opportunities in Law Enforcement, Corrections, and the Courts. This certificate is designed for those who wish to enter the law enforcement field and related employment or to provide in-service training for employed officers.

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How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The Administration of Justice Program aligns with the college's strategic priorities by helping to increase college access. One way we do this is through current articulation agreements with the American Council on Education (ACE) through the military articulation program (MAP). Articulation agreements have also been made with Barstow High School and the Academy of Career Exploration. In addition, the program curriculum has been reviewed taking into account feedback provided from regularly scheduled advisory meetings where industry-specific community leaders provide input on what they are looking for concerning potential employees. The program is organized and aligns with the social justice pathway. In addition, a program voyage map was created in 2020 to help guide students on when and which courses to take to ensure timely completion. Also, a newly developed 2-year plan was developed in 2020 to increase online course offerings in this program to ensure students would have ample access to courses needed to complete their degrees promptly. A targeted marketing campaign was launched in 2020. As a result, the program has been marketed via the website, video, social media, brochures, and flyers. The current program learning outcomes for the Administration of Justice program are relevant to career and educational opportunities and are reviewed regularly with input from the Barstow Community College articulation officer, an administration of justice faculty member, and industry leaders who attend the yearly advisory board meetings. The student learning outcomes for all courses are evaluated every 2 years and the results of those assessments are uploaded to eLumen. Those results are then analyzed and adjustments to the courses and/or course assessments are made accordingly. Additionally, faculty members have remained current in their field via various work related policing inservices, journal publications, and professional presentations. And lastly, access to the college's student support services, online tutoring through NetTutor, and links to assist with online library access are made available in all classes for this program to help promote student learning and persistence.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

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Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall Success Rates:

2019/20 79%

2020/21 80%

2021/22 81%

Mode of instruction:

Online:	Hybrid:
2019/20 80%	68%
2020/21 80%	N/A
2021/22 81%	N/A

All faculty are part-time. Only 3 courses were offered in the hybrid format in 2019/20. However, due to COVID-19 related issues and low in person participation rates all courses moved to an online only format.

Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall Program Course Retention Rates:

2019/20 93%

2020/21 94%

2021/22 96%

Mode of instruction:

Online:	Hybrid:
2019/20 93%	97%
2020/21 94%	N/A
2021/22 96%	N/A

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All faculty are part-time. The course retention rates remained high for all modes of instruction.

Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

Online:	Hybrid:
2019/20 13	3
2020/21 17	N/A
2021/22 18	N/A

All faculty are part-time. Only 3 courses were offered as hybrid courses. They were discontinued due to low attendance rates.

Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

Online:	Hybrid:
2019/20 448	55
2020/21 474	N/A
2021/22 442	N/A

All faculty are part-time.

Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

Online:	Hybrid:
2019/20 34	18
2020/21 28	N/A
2021/22 25	N/A

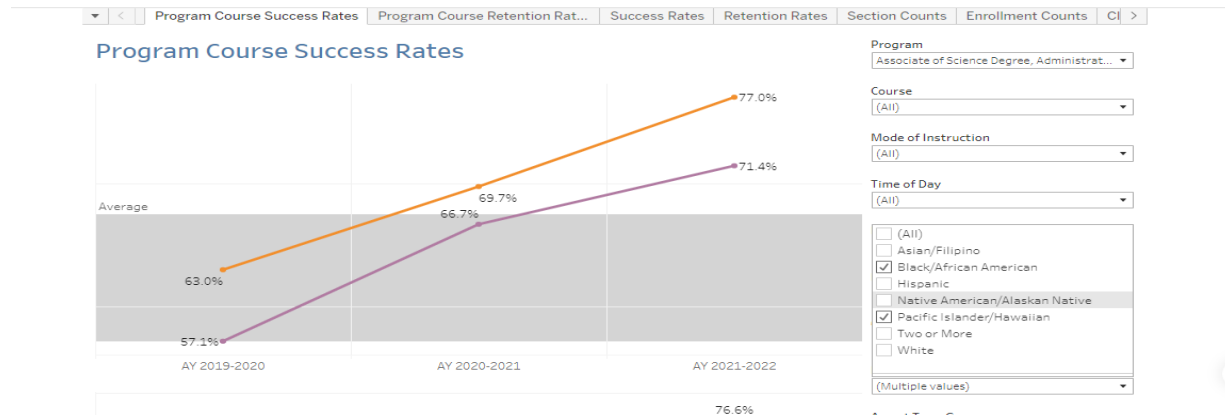
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All faculty are part-time.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

African American and Pacific Islander student course success rates are trending upwards.



This is important to take notice of as success rates for these groups have historically been low. This success may be due to students taking advantage of NetTutor and other online resources provided to help with reading and writing. Students have also been directed to use the free version of Grammarly, which has helped to improve writing skills across the board. Still, further evaluation of future reports and a watchful eye on what may or may not be working are required to determine more precisely what may be causing this upward trend.

Efficiency: WSCH, FTES

Efficiency by Faculty Status

AY	Faculty Status	Faculty Count			Efficiency	
		WSCH	FTES	FTEF	(WSCH/FTEF)	(FTES/FTEF)
AY 2019-2020	Part-Time	1,509	50.30	3.20	472	16
	Total	1,509	50.30	3.20	472	16
AY 2020-2021	Part-Time	1,422	47.40	3.40	418	14
	Total	1,422	47.40	3.40	418	14
AY 2021-2022	Part-Time	1,326	44.20	3.60	368	12
	Total	1,326	44.20	3.60	368	12

Curriculum – Course Outline of Record

ADJU 1: <https://barstow.elumenapp.com/public/course/107/3c5e6f0b-54ca-11ea-a35c-1729bad94fff/3c5e6f0b-54ca-11ea-a35c-1729bad94fff>

ADJU 2: <https://barstow.elumenapp.com/public/course/107/45e18ae7-ad06-11eb-ad45-9bbe7285df0c/45e18ae7-ad06-11eb-ad45-9bbe7285df0c>

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ADJU 3: <https://barstow.elumenapp.com/public/course/107/21ff8388-ba52-11eb-9e35-4924135423ca/21ff8388-ba52-11eb-9e35-4924135423ca>

ADJU 4: <https://barstow.elumenapp.com/public/course/107/7f0958bb-4506-11e9-97df-53cc54f08a90/7f0958bb-4506-11e9-97df-53cc54f08a90>

ADJU 5: <https://barstow.elumenapp.com/public/course/107/8e64c60d-4506-11e9-97df-8fa156e4f16e/8e64c60d-4506-11e9-97df-8fa156e4f16e>

ADJU 6: <https://barstow.elumenapp.com/public/course/107/87f73cc2-f9d8-11e9-97df-b1690254aac4/87f73cc2-f9d8-11e9-97df-b1690254aac4>

ADJU 7: <https://barstow.elumenapp.com/public/course/107/b19bf8ae-4506-11e9-97df-3744d4a1ff45/b19bf8ae-4506-11e9-97df-3744d4a1ff45>

ADJU 8: <https://barstow.elumenapp.com/public/course/107/b19bf8ae-4506-11e9-97df-3744d4a1ff45/b19bf8ae-4506-11e9-97df-3744d4a1ff45>

ADJU 14 <https://barstow.elumenapp.com/public/course/107/685e1fb9-4506-11e9-97df-77c81b70991f/685e1fb9-4506-11e9-97df-77c81b70991f>

ADJU 15 https://barstow.elumenapp.com/public/?orgEntityId=107&uuid=cf3066b5-ead5-11e9-b864-977fb17edf1a&uuid_version=cf3066b5-ead5-11e9-b864-977fb17edf1a

ADJU 16 https://barstow.elumenapp.com/public/?orgEntityId=107&uuid=6cbe54f5-f9cf-11e9-97df-d3f92aad4e19&uuid_version=6cbe54f5-f9cf-11e9-97df-d3f92aad4e19

ADJU 17 <https://barstow.elumenapp.com/public/course/107/89192bc2-eb80-11e9-bd59-a9d89e292a7b/89192bc2-eb80-11e9-bd59-a9d89e292a7b>

ADJU 18 <https://barstow.elumenapp.com/public/course/107/83b4ded9-eb84-11e9-bd59-9b8312f34443/83b4ded9-eb84-11e9-bd59-9b8312f34443>

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

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For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Evaluate and analyze the political and public administrative aspects	Measurement of this PLO comes from ADJU 1 SLO 1, ADJU 5 SLOs 1&2, and ADJU 8 SLOs 1&2	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.

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of criminal justice organizations	ELumen FA2020 and 21 data averages 90%	
2. Understand and apply principles and procedures of the justice system from law enforcement to courts and corrections	Measurement of this PLO comes from ADJU 1 SLO 1, ADJU 2 SLOs 1&3, ADJU 6 SLOs 1&3, and ADJU 8 SLO 3. ELumen FA2020 and 21 data averages 83%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
3. Demonstrate an understanding of the functions of police, courts, and corrections.	Measurement of this PLO comes from ADJU 1 SLO 3, ADJ 2 SLO 2, and ADJU 5 SLO 3. ELumen FA2020 and 21 data averages 87%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
4. Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	Measurement of this PLO comes from ADJU 3 SLO 1, ADJU 4 SLO 1, ADJU 6 SLO 2, and ADJU 7 SLOs 1, 2, and 3. ELumen FA2020 and 21 data averages 85%	Data reflects students are well above the 70% threshold for this PLO and so the current measurements are effective.
5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

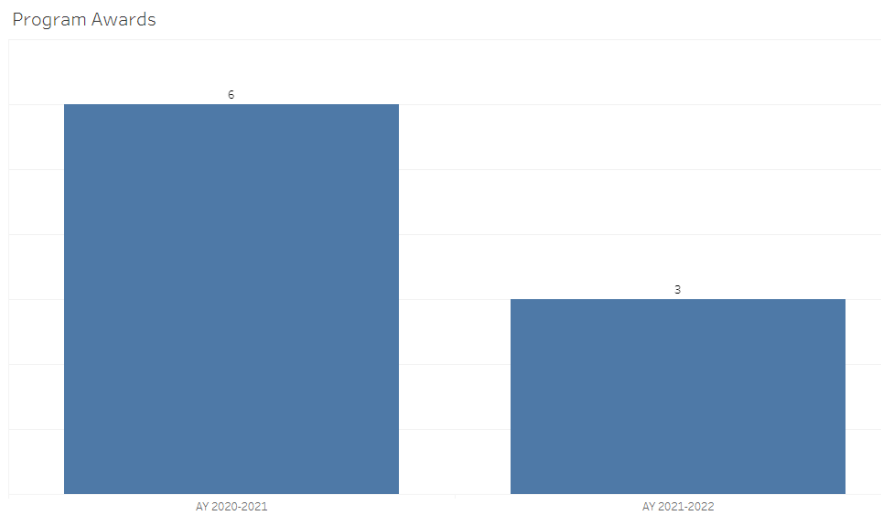
Program Data and Analysis

Demographics

Barstow College serves a very diverse group of students – varying in age, gender, ethnicity, and experiences. BCC has a variety of students: some are first full-time students, some work full-time while taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college in order to pursue a new career. BCC has students that represent the local Barstow community, from other areas within California, other states within the United States, and in some cases, other countries, as BCC serves many military families.

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Award Count



There was a decrease for 21/22. While it is uncertain as to why it is possible COVID-19 had an impact regarding these numbers.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Most student groups achieved academic success at rates ranging from 79.3 – 81.4%. However, two groups fell below this range. They include the African American and Pacific Islander groups. African Americans ranged from 63 – 77% and Pacific Islanders ranged from 51 – 71%.

This is important to take notice of as success rates for these groups have historically been low. Still, as compared to other BCC programs these students are performing better in the Administration of Justice Program. And the success rates are trending upward. This success may be due to students taking advantage of NetTutor and other online resources provided to help with reading and writing. Students have also been directed to use the free version of Grammarly, which has helped to improve writing skills across the board. Still, further evaluation of future reports and a watchful eye on what may or may not be working is required to determine more precisely what may be causing this upward trend.

We will continue to monitor these outliers and discuss ways to address, understand, reduce and eventually eliminate these equity gaps. Efforts such as tutoring and outreach student voice sessions have recently been implemented. Additionally, we are looking at ways to help with remediation for students that may not have the necessary skill sets to succeed in the program. However, it should be noted that more so than race and ethnicity the issues should be viewed through a socioeconomic lens, as well as possible ESL issues. The Administration of Justice Department will continue to work with the student success and equity department to consider opportunities for outreach concerning known student issues.

Student or Program Satisfaction Survey Results

N/A

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CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

The CTE advisory board met in October 2020 and in April 2022 respectively. In 2020 it was advised that desirable attributes for candidates include military experience and education. Coursework specific to understanding the nature of people specifically in sociological terms, as well as courses geared to ethical decision making were discussed as vital to the field as well. In 2022 it was further emphasized that report writing skills are necessary as well. The Administration of Justice Department has already implemented ethical decision-making and sociological issues into existing coursework. We are also looking to incorporate report writing skills into existing courses. Lastly,

In 2020, there were 7,884 law enforcement jobs in the region. Employment for the law enforcement occupational group is projected to have 685 annual job openings, increasing employment by 9% through 2025. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers age 55 years and greater in the region.

Exhibit 1: Five-year projections for the law enforcement occupational group, 2020-2025

Occupation	2020 Jobs	2025 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Police and Sheriffs Patrol Officers	6,122	6,632	8%	2,644	529	10%
Detectives and Criminal Investigators	1,049	1,127	7%	415	83	15%
First-Line Supervisors of Police and Detectives	396	458	16%	189	38	13%
Private Detectives and Investigators	317	356	12%	176	35	41%
Total	7,884	8,573	9%	3,424	685	12%

Source: Emsi 2021.3

Exhibit 2 shows the number of job ads posted during a 12 month period in 2021 and the statewide average time filling each occupation. Over the last 12 months, there were 229 job ads for the law enforcement occupational group in the region. There were not enough advertisements for detectives and criminal investigators, private detectives and investigators, and first-line supervisors of police and detectives to obtain reliable job ad information. This search was expanded to the California state-level to capture sufficient advertisements from which generalizable job ad information can be obtained. On average, statewide employers fill online job.

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Exhibit 2: Job ads and time to fill

Occupation	Job Ads	Statewide Average Time to Fill (Days)
Police and Sheriffs Patrol Officers	1,779	52
Detectives and Criminal Investigators	622	50
Private Detectives and Investigators	221	41
First-Line Supervisors of Police and Detectives	207	49
Total	2,829	50

Source: Burning Glass – Labor Insights

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.

The program remains robust and viable. While many are exiting the administration of justice field, there remain quite a few students wanting to learn about the justice system and make a difference either within or outside of the career field. While other BCC programs may have seen a dip in enrollment the administration of justice program has remained strong and viable.

Comparative data (compared to BCC and/or compared to other programs)

The success rates for BCC are: (2019-2020) 72.1%; and (2020-2021) 74.6%. The success for the Certificate of Achievement in Administration of Justice is higher than the college at 79 and 80% respectively. This is a good indication that the program has been successful.

How is your program doing overall based on observation of program data?

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the [Institution-set Standards](#). Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

The program been successful at preparing students for the workforce.

However, there are areas of improvement that should be addressed to ensure that the program stays rigorous, relevant, and supports student success.

- Student success for the Pacific Islander/Hawaiian and Black/African American groups are lower than other student groups. Attention must be placed on incorporating student success measures relevant to their needs
- More low-cost, no-cost, or OER materials should be incorporated that could help all students including the lower performing groups to be more successful.

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- The need for graduates in this field will grow through the year 2025 based on CTE Advisory Meetings, data from the Inland Empire Center of Excellence (COE), and the Employment Development Department.
- Early interventions and remedial opportunities for students underperforming need to be further explored.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

The Behavioral, Social, and Public Services Pathway

List the other programs that are part of your Guided Pathway

Administration of Justice Early Childhood Development History Political Science Psychology Sociology

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

During the Program review period, the Guided Pathway Committee (GPC) met regularly (monthly). The committee consisted of ten faculty and two co-chairs. The GPC identified five pathways for the college to help students achieve success. Once the pathways were identified, each pillar was explored and existing programs were clustered around each of the four pillars. Guided Pathways was then rolled out campus wide with The GPC leading training and workshops. The Behavioral, Social, and Public Services Pathway met monthly for the semester after GP was implemented. After about 18 months, the GPC was disbanded.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

The Administration of Justice Program exceeds the college's set goals with regard to FTEF numbers. However, we have seen a drop though since 2020 due to COVID.

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2019-2020	Part-Time	1,509	50.30	3.20	472	16
	Total	1,509	50.30	3.20	472	16
AY 2020-2021	Part-Time	1,422	47.40	3.40	418	14
	Total	1,422	47.40	3.40	418	14
AY 2021-2022	Part-Time	1,326	44.20	3.60	368	12
	Total	1,326	44.20	3.60	368	12

FT/PT/OL Faculty Ratio

There are 3 Part-Time Faculty members and no Full-Time members

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Faculty Professional Development

2022 MyClassroom Training

2022 Building Content

2021 Intgerating Information Literacy

2021 Productive Work Habits

2021 Inservice Racial Profiling: Issues and Impact - offered by San Bernardino County Sheriff's

2021 Department Inservice Bias-Based Policing: Remaining Fair and Impartial - offered by the San Bernardino County District Attorney's Office.

2020 Assesment Tools

2020 QM Workshop

2019 QM Workshop

2019 Priority Management Strategies to Maximize Online Teaching Time

2019 Data Protection and Destruction

2019 Introduction to Phishing

2019 Security Essentials

Program Staffing and Support

Staffing and course offering were discussed at discipline meetings where trends, scheduling, and other program relevant concerns were explored. As a result a new 2 year plan was implemented in 2020 to incorporate more course offerings throughout the year as a way to ensure students were afforded access to the courses they needed to complete their degrees.

Overall Observation of Data on Faculty

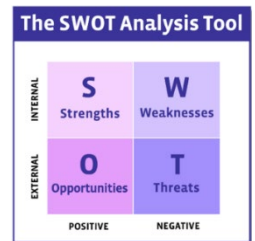
This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

One of the strengths of the Administration of Justice Program at BCC is the diversity and wealth of experience among the faculty. The Administration of Justice Program consists of 3 part-time faculty. Two of the part-time faculty have earned their PhDs and are published. They also regularly attend and present at professional conferences. One of the part-time faculty members has a Masters Degree and is currently working in Barstow as a Law Enforcement officer. Part-time faculty were and continue to be integral and crucial in collaborative efforts to not only improve the program at BCC, but assist with articulation agreements with the military, other colleges, and local high schools as well. They are also vital in the review cycle process including COR updates, C-ID revisions, SLO mapping, and learning eLumen to report future SLOs, PLOs, and ILOs.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Administration of Justice Faculty are PhDs and practitioners who remain current in the field.	WEAKNESSES Online courses make it a little more difficult to catch struggling and at risk students in a timely manner.
External	OPPORTUNITIES To work with other disciplines to create learning communities to support student equity. Improve courses via data driven analysis Equity and innovative curriculum training State and Federal funding in higher education for at risk students	THREATS Low socio economic status of students in the immediate area. Crime and addiction rates Social media portrayal of the field of criminal justice.

III. Program Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Some programs may only have three program goals while others may have four or five—that is okay.
 - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College’s [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

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GOAL #1

Grow the Administration of Justice program at BCC.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Objective 1

Increase enrollment in the administration of justice program.

Actions, Tasks

Marketing campaigns to the community. And more specifically marketing campaigns designed with equity in mind and trying to attract disproportionately impacted student groups. For example, advertising male students in female dominated pathways.

Outcomes, Measures, Assessment

Track new student enrollments in the program

Objective 2

Increase the number students enrolled in Administration of Justice courses

Actions, Tasks

Outreach to ADJU 1 and to at risk students

Outcomes, Measures, Assessment

Course Retention rates, Course Completion Rates

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #2

Enhance communication within the department

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Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Objective 1

To ensure remote faculty are kept up to date and abreast of information regarding the program.

Actions, Tasks

To hold bi-yearly meetings concerning current and future trends related to the program.

Outcomes, Measures, Assessment

Keep record of via minutes of meetings covering old and new business related to the program.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #3

Maximize student access and student success

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

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Choose an item.

Objective 1

Maximize student access and student success

Actions, Tasks

Review OER options for courses in Administration of Justice.

Outcomes, Measures, Assessment

Consider a shift to OER materials. As more OER materials become available, more courses will offer this significant cost savings for students.

Objective 2

Identify and provide appropriate support for underprepared students

Actions, Tasks

Work with Enrollment Management and Student Services to identify underprepared students

Outcomes, Measures, Assessment

Program retention data

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #4

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

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Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

GOAL #5

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Instructional Program Review Template

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Click or tap here to enter text.

IV. Resource Requests:

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Instructional Program Review Template

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