Instructional Program Review- Annual Update Template

Instructional Program

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

Program Name: Administration of Justice

Academic Year: 2022-23

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

Annual Update #1 ☒ #2 ☐

Note: An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course level outcomes and assessments (SLOs):
The data for the Certificate of Achievement in ADJU indicated in 2020-21 and 2021-23 that the 70% threshold has been exceeded and therefore the current measurements are effective. This is an indication of professional and experienced instructors. It was suggested in the program review committee feedback for the 2022 full program review to consider the lowest-performing indicator and write a goal to improve that indicator to achieve equivalent levels. While a formal plan was not outlined to accomplish this it was discovered that for many of the students who did not meet expectations, they were students who were enrolled in the course but chose not to complete the SLO measuring assignment(s). As a result of this discovery, instructors began marking those students as N/A versus does not meet expectations. This resulted in a marked improvement reflected in the latest data showing a 0% for students who do not meet both program learning and student learning

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expectations.

B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.
   Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.
   Specific courses and SLOs were not identified for student-centered growth and improvement.

   1) List the actions identified to help grow or improve those areas.

      Since no specific SLOs were identified for student-centered growth and learning no actions were taken to help improve those areas.

   2) Discuss the progress the program has made on those actions. Include any data used to support progress.

      Changing reporting practices for students who do not complete assignments to N/A where SLOs are assessed has helped obtain a more accurate measure of learning outcomes. This has resulted in 0% in the category of does not meet expectations for Fall of 2022 and Spring of 2023.

C) Please list any actions identified to support equitable outcomes.
   Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.
   For groups that underperform it was determined that further evaluation of future reports and a watchful eye on what may or may not be working is required to determine more precisely what is going on. The use of Grammarly and Net Tutor have already been implemented. We also suggested looking into OER.

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1) List the specific student groups the program identified as students they would like to focus their efforts on.
   The lowest-performing groups identified in the full program review were Pacific Islanders and African-American students.
2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.
   ADJU faculty addressed equity gaps by introducing Net Tutor and Grammarly to students.

D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.
   No design changes have occurred since last year's full program review.

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

   Incorporate Hypothesis as a tool in ADJU 1 for the Spring 2024 term to help improve student reading comprehension and promote social engagement.

   Incorporate an embedded tutor in ADJU 1 for the Spring 2024 term.

   Incorporate OER into ADJU 1 and possibly ADJU 3 for the Spring 2024 term.

II. Progress Toward Achieving Program Goals, Objectives, and Outcomes
These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.

A) **List the 2-3 goals from your Program Review or most recent update.**

   1. **GOAL #1**
      Grow the Administration of Justice program at BCC

   2. **GOAL #2**
      Enhance communication within the department

   3. **GOAL #3**
      Maximize student access and student success

B) **Have any goals been completed or discontinued?**
   If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.
   Yes ☐   No ☒

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None of the goals have been completed. These goals are a work in progress. It is important to note that some goals have been partially achieved. For instance, Goal #1 growing the program and Goal #3 maximizing student access and success have been partly achieved, but more can and should be accomplished regarding these goals. Goal #2 has not been met but will be partially met in the Fall of 2023 with the October 17th departmental meeting. Goal #1 has been met with the help of the addition of the cybersecutiy certificate and marketing campaigns. Goal #3 will be partially met with the implementation Hypothesis, an embedded tutor, and OER in the ADJU 1 course being offered in the Spring of 2024. Due to the growth of the program two additional part-timers were recently hired to cover the demand for ADJU courses that are cross-listed with, among other programs, the newly added cyber security certificate. One of our recently hired part-time instructors has a valuable affiliation with the Barstow Police Department. In the upcoming Fall semester of 2024, he will be conducting HyFlex courses in person on campus. We anticipate that his connections could potentially boost the demand for in-person classes

C) **Discuss the objectives and related outcomes for each goal.**

1. **GOAL #1 Objective(s) with related Outcome.**
   Growing the program

   - **Discuss any progress toward meeting the goal based on the goal objectives.**
   Marketing efforts, articulation agreements with ACE, Barstow High School, and the Academy of Career Exploration, as well as the addition of the Cyber Security Certificate, have helped grow the program. This growth has been seen more significantly in cross-listed courses such as ADJU 1 and 3. Refer to the chart below. However, more could be done to accomplish this goal.
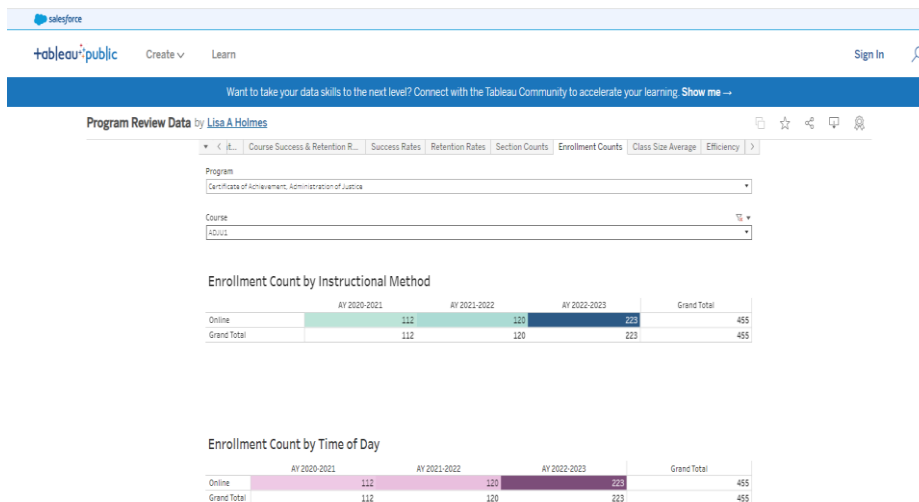
For instance, we should continue consistent and regular outreach to area high schools.

In addition, increased outreach to service members at Fort Irwin and the Marine Corps Logistics Base who may not be taking full advantage of the military tuition assistance

program. The BCC transfer degrees offer an excellent opportunity for active duty service members to maximize the $4500 tuition assistance fiscal year cap. When service members stationed in California take advantage of the markedly reduced in-state tuition Barstow Community College offers them, they'll get more bang for their buck. Compared to other schools in the Barstow area as well as online options outside the area, this is a considerable savings.

Ensure all online courses in the ADJU program replace their required reading material with OER and getting the program in the ZTC-Pathway.

Additionally, getting all courses in the ADJU Certificate of Achievement program POCR qualified would not only ensure quality but also boost student enrollment. POCR would also increase visibility across the state, which would drive enrollment increases.

And lastly, the ADJU Certificate of Achievement program is not taking full advantage of articulation agreements. Although several ADJU courses have been aligned with Park University, there are others that align and should be considered as well. This is true not only for Park University, but with other 4-year institutions students are looking at transferring to. That said, looking into articulation agreements with other 4 year institutions and reviewing current articulation agreements could prove beneficial to growth.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  The chart below shows a marked increase in enrollment for the Certificate of Achievement in Administration of Justice. This is a notable indicator of progress as a result of the efforts employed thus far.
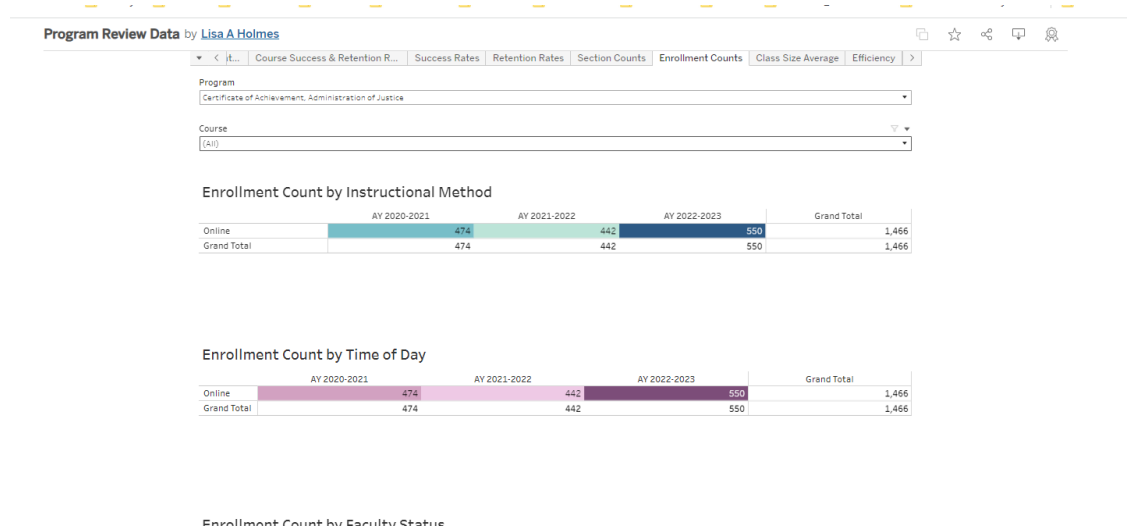
2. **GOAL #2 Objectives with related Outcome.**

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Enhance communication within the department

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Some progress has been made. However, in the Spring of 2023, part-timers were unable to meet for a biannual department meeting due to a serious health issue with the meeting planner's daughter. That issue has since been resolved, and a department meeting is planned for October 17th, 2023. To meet the objectives of the program review update, part-timers within the department communicated. Unfortunately, responses to inquiries are not always timely, and with no appointed lead this process has been cursory. Furthermore, since there is no assigned ADJU department lead or full-timer in ADJU, the Dean for CTE must sometimes make decisions without consulting with the part-timers charged with setting program goals and objectives. This can result in confusion regarding the department's vision and direction. We should continue to work on this.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  Frequency and timeliness of email messages and replies on important program issues.

3. **GOAL #3 Objectives with related Outcome.**
   Maximixing student access and success

- **Discuss any progress toward meeting the goal based on the goal objectives.**
Since the Certificate of Achievement in ADJU is a completely online program, access has not been an issue. For those students who prefer in-person courses, one of the newly hired part-time faculty members will begin offering HyFlex courses next Fall. Using this format will be an effective way to determine whether or not in-person classes are needed.

Still, it should be noted that even pre pandemic, there wasn't much demand for in-person classes with area ADJU students. This is due in part to our student pool's age demographics. That is, according to the most recent PLO report more than 68% of students are 24 years old or older. These students tend to be working adults who require a greater degree of flexibility, such as asynchronous online courses. Due to this, many in-person and hybrid courses did not reach enrollment targets or suffered from excessive no-shows.

Of course, that explanation follows historical thinking. That is, it is mostly non traditional adult learners who utilize the online learning format. But it is important to note that the landscape is changing, which is further exacerbating a low demand for in-person synchronous learning for many schools across the nation. According to Scott Pulsipher, the president of Western Governors, and Greg Fowler, the president of the University of Maryland Global Campus, over the past 5 years, there has been a significant uptick of 18-24-year-olds who prefer programs that are completely online. Please refer to the following article in Inside Higher Ed below.

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https://www.insidehighered.com/news/2022/10/14/more-traditional-age-students-enroll-fully-online-universities

Still, if a need for in-person classes is determined after the initial offering of HyFlex in the Fall of 2024 they can continue to be instructed by part-time faculty.

Using NetTutor and Grammarly to maximize student success has proven to be effective tools, contributing to the upward trend seen in success of students. Considering the feedback from the program review committee regarding the 2022 full program review, we will incorporate Hypothesis into ADJU 1. This will improve student reading comprehension and promote social interaction. We are also embedding a tutor in ADJU 1 for the Spring 2024 term and will use a zero cost textbook in that course as well.

The development of a single assessment tool for each ADJU course would also be an excellent idea. In this way, the measured assessments are the same regardless of who instructs the course ensuring continuity and consistency in both learning outcomes and reported data.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  Historical data regarding enrollment numbers and student success rates.

D) **List any resource you are requesting for each goal.**

1. Goal 1 ☒   Goal 2 ☐   Goal 3 ☐

   Please list the resource and how it relates to the goal.
   There is a need, although not necessarily an immediate one, for a full-time faculty member dedicated to growing the ADJU program at Barstow Community College. However, current part-time faculty are hesitant to push for such a hire for several reasons. If the decision is made to hire a full-time faculty member it will require careful consideration, taking into account some of the program's history, as well as the projected future of the program as described in this program review update.

   In 2015, Dr. Michelle Beshears, a part-timer, requested a full-time faculty member for the ADJU program in that year's program review. Thus, one was hired and served as the ADJU program lead from 2016-2019. As a result of the full-time hire, part-time faculty members were reduced to teaching half and sometimes less than half the number of courses taught in previous years, and enrollment in the program steadily declined. The hire was intended to grow the program, but the opposite occurred. There was no growth in the program under the full-timer who appeared to lack a vested interest in the program and/or who did not understand the student population being served. Consequently, enrollment decreased.

   While the full-timer was responsible for growth and should have handled all major administrative projects, this did not always occur. A part-time faculty member remained the

go-to person for several important ADJU program projects. It was this part-timer in 2017 who ensured that AJ110 was the first of 35 courses in the state to be OEI exchange-ready. This was Barstow's first exchange-ready course. Additionally, this part-time faculty member created and oversaw the approval of the certificate of achievement in corrections. The part-timer also updated the CORs for all corrections courses in 2018 after discovering the curriculum wasn't sent to the Chancellor's office as required. It was the go-to part-timer who stepped in to meet with Mr. Heiden at the end of May 2018 concerning an articulation agreement with Bartsow High School. This meeting was essential in helping to ensure all was aligned prior to the offering of those courses at the high school the following Fall term. It should be noted that the part-timer was asked to step in to meet with Mr. Heiden after the full-timer refused to work on it because it was outside the scope of the full-timer's contract. In the end, the full-timer left the program because she was not vested in it. Therefore, although there is a demonstrated need, current part-time faculty are hesitant to push for a full-time hire who may or may not be fully vested in the program.

With that said, despite the acknowledged need, if feasible, we would prefer to postpone addressing this requirement temporarily. One of our part-time faculty members has recently gained some flexibility in her schedule and is eager to commit her time to the ADJU program over the next two years to make progress towards achieving several of the goals outlined in this program review update.

However, if it is decided that a full-time faculty hire is needed to grow the ADJU program and the BCC brand, that hire would have to be committed to the position and vested in the program. And of course, preferably, consideration for this position should be given to current part-time faculty who have been largely responsible for the growth seen thus far. Note that there are many initiatives that should be considered to help achieve further growth.

High schools in the area should continue to be targeted for outreach.

Outreach to service members at Fort Irwin and the Marine Corps Logistics Base would be beneficial. Taking advantage of the low cost of BCC transfer degrees is an excellent way for service members to maximize the $4500 tuition assistance cap before enrolling and/or while simultaneously enrolling in a 4-year institution. When service members stationed in California take advantage of the markedly reduced in-state tuition Barstow Community College offers them, they'll get more bang for their buck. Compared to other schools in the Barstow area as well as online options outside the area, this is a considerable savings. This results in service members having the option to complete more courses each fiscal year. Please refer to the factors for students to take into account in the Inside Higher Ed article previously provided. https://www.insidehighered.com/news/2022/10/14/more-traditional-age-students-enroll-fully-online-universities

It may not be apparent to many service members that this is an option. Someone who is familiar with the military and military outreach would be ideal for such an initiative.

Outreach to local policing agencies would be a plus. Area policing agencies could enroll their officers in ADJU courses and/or certificates for continuing education and training. There may be a need for a specific course in report writing that these agencies might be interested in. Several previous advisory meetings have noted a deficiency regarding report writing.

Ensure all online courses in the ADJU program replace their required reading material with OER and getting the program in the ZTC-Pathway.

Getting all courses in the ADJU program POCR qualified would also boost enrollment and ensure quality. Additionally, POCR would increase visibility across the state, resulting in a higher enrollment rate. A person familiar with OEI and Quality Matters would be able to make this a smooth transition for the ADJU program.

In addition, the ADJU program is not utilizing articulation agreements to their full potential. For instance, Park University offers several courses that align with BCC ADJU courses, but there are others to consider. Nonetheless, reviewing current articulation agreements and exploring articulation agreements with other four-year schools could prove beneficial. Someone who has experience with articulation agreements would be ideal for this initiative.

Nevertheless, even though we recognize the existing need, if it's workable, we would like to temporarily defer addressing this resource. As previously mentioned, one of our part-time faculty members has recently gained some schedule flexibility and is enthusiastic about dedicating her time to the ADJU program over the next two years to make strides towards achieving numerous goals highlighted in this program review update.

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2. Goal 1 ☐   Goal 2 ☒   Goal 3 ☐

Please list the resource and how it relates to the goal.
Hiring a full-time faculty member could greatly enhance communication. In addition to serving as the program leader, a full-time faculty member would enhance communication within the department and with the administration. Having a full-timer would alleviate much of the Dean of CTE's responsibility for communication and growth. An ADJU hire with experience in online course development, OEI, and Quality Matters could also improve the quality of the entire online program and help it integrate with the POCR system. As noted above POCR would also increase visibility across the state, which would help drive enrollment increases. Also, a full-time faculty member willing to develop courses for the entire program and share his/her work with incoming part-timers could help ensure quality and continuity of instruction as the program continues to grow. Considering the demand pre pandemic for online courses and the continuing upward trend post pandemic, it is

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imperative to hire someone with expertise in OEI, Quality Matters, online course instruction, and curriculum development for this position. **Nevertheless, even though we recognize the existing need, if it's workable, we would like to temporarily defer addressing this resource. As previously mentioned, one of our part-time faculty members has recently gained some schedule flexibility and is enthusiastic about dedicating her time to the ADJU program over the next two years to make strides towards achieving numerous goals highlighted in this program review update**.

3. Goal 1 ☐   Goal 2 ☐   Goal 3 ☒

  Please list the resource and how it relates to the goal.
Student access and success will be enhanced by the hiring of a full-time faculty member vested in the program. Since ADJU's enrollment and potential growth are largely based on online instruction, the focus of the full-time hire should be on the hire's online instruction and curriculum development experience. If an instructor is full-time, he or she can devote much more time to access issues and student success than if they were part-time. Whether it's working collaboratively with existing departments and resources or developing/redeveloping individual courses, an experienced online full-time instructor can accomplish much more than what is achievable for the current part-time faculty in the program. It should be noted that seated classes are not popular with ADJU students as seen with pre pandemic enrollment and success numbers. And according to the article from Inside Higher Ed previously provided the demand for in person courses will likely continue to decrease.
https://www.insidehighered.com/news/2022/10/14/more-traditional-age-students-enroll-fully-online-universities

However, this does not negate the need to consider offering live seated courses again, as a mode of instruction. This is to ensure we provide access for those who prefer those kinds of classes. Therefore, the ADJU program will offer a few HyFlex courses as an alternative for students who prefer in-person courses. This is a great opportunity to gauge student interest in HyFlex-based in-person courses. However, the full-time hire does not need to instruct the HyFlex courses as there is currently a plan in place for a part-time faculty member to incorporate this modality next Fall.

Again, even though we recognize the existing need, if it's workable, we would like to temporarily defer addressing this resource. As previously mentioned, one of our part-time faculty members has recently gained some schedule flexibility and is enthusiastic about dedicating her time to the ADJU program over the next two years to make strides towards achieving numerous goals highlighted in this program review update.

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III. New Goals (optional)

This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.

A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

3. Please list at least one objective for achieving this goal.
Click or tap here to enter text.

4. Please list outcome statements for each objective.
Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.
Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.

B. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*

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Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☐   Staying on the Path

☐   Support Learning

3. Please list at least one objective for achieving this goal.
    Click or tap here to enter text.

4. Please list outcome statements for each objective.
    Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.
    Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.
    Click or tap here to enter text.

IV.   Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives?
List all resources from Sections II.D and III.6 below.
If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

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

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required?	In No, indicate

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				Yes or No	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.
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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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