**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Correctional Administration

Program Type: [x]  Instructional [ ]  Non-Instructional

Program Mission Statement: The Correctional Administration Program guides and prepares students for careers in probation, parole, and state and local corrections.

Program Description: Describe how the program supports the Bakersfield College Mission. The Correctional Administration Program provides a diverse student population with the academic skills they will need to succeed in the job market, and the critical thinking needed for both career and academic success.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Students were given an objective exam containing questions on the functions of police, courts, and corrections. Correctional Administration was required to assess each individual class. Correctional Administration offered 12 different subjects, and many of them place different levels of emphasis on the functions of police, courts and corrections. The results of the test show a great deal of variation between different subjects regarding success rates both for the test itself and for individual questions. Based on these outcomes, instructors are now placing greater emphasis on the functioning and process of the legal system for Fall 2014.
2. How did your outcomes assessment results inform your resource requests? The assessment results show that Correctional Administration students would greatly benefit from an additional full-time instructor. The program needs to continue its goal to obtain clickers and clicker software for its classes so that instructors will have less delay between instructing and receiving feedback on student learning outcomes.
3. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes? The Correctional Administration program has three program level outcomes. Many criminal justice courses have multiple student learning outcomes. The program is currently in the process of reducing the listed number of student learning outcomes to better align both with AD-T requirements and the program-level outcomes.
4. How do the program learning outcomes align with Institutional Learning Outcomes? Correctional Administration program level outcomes require students to achieve the following goals:

They will be able to: Identify, analyze, and apply the fundamental theories and concepts underlying the American Criminal Justice system, identify and describe the operational elements of the major components comprising the American Justice system, and identify and implement the principles and procedures utilized in legitimate scientific and criminal investigation. Program level outcomes require students to think critically, communicate effectively, demonstrate knowledge, and appreciate their responsibility to contribute to society.

1. Describe *any significant changes* in your program’s strengths since last year. Correctional Administration received another full-time instructor for a total of three. However, Correctional Administration still has only 2 full-time instructors, as the third instructor retired 5 days before the start of the semester. A Criminology Club has been formed to benefit the students majoring in Correctional Administration and will assist in providing resources and announcements of job opportunities in a related career field. There are a very large number of students with many sections taught by adjuncts. Enrollment and retention rates continue to be high.
2. Describe *any significant changes* in your program’s weaknesses since last year. Correctional Administration desperately needs another full-time instructor. For the last two years, one full-time instructor has been responsible for all program-level work for Criminal Justice in the following areas: Assessment, AD-T, SEP, APR, and all Curriculum issues. This instructor has also been responsible for all program-level work for the Corrections Program as well. Combined, both programs offer 16 different subjects. The aforementioned program work does not include committee work, Academic Senate, or that this instructor has 3 separate subjects, 5 classes, and 250 students every semester. In addition, classroom size has not been totally adequate and cannot accommodate all students on the wait lists.
3. If applicable, describe any unplanned events that affected your program. Until August 2014, Correctional Administration had three full-time instructors. Five days before the start of the semester, one of the three full-time instructors announced his retirement. Bakersfield College and the Behavioral Sciences were able to obtain adjunct instructors for 5 classes prior to the start date.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Correctional Administration offered 26 classes in 12 subjects for Fall 2014. Bakersfield College was able to obtain adjunct instructors for many of these classes shortly before the semester started. Many of these classes deal with specific policing issues. Correctional Administration students would greatly benefit from another experienced full-time instructor. The Correctional Administration program would greatly benefit from another experienced full-time instructor who can assist the current instructors with assessment, curriculum, committee work, SEP pathways, and AD-T issues. (Faculty Request form; Classified Request form)
3. Professional Development (Professional Development form)
4. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success. For the academic year 2013-2014, Correctional Administration faculty took students to the following local criminal justice agencies: Wasco State Prison, Kern County Coroner’s Office, Crossroads Juvenile Facility, Kern County Juvenile Hall, District Attorney’s Crime Lab, and Kern County Superior Court. These field trips greatly contributed to student knowledge and career development. Further, many former Bakersfield College criminal justice students work in these facilities and were able to share their experiences with current students. Speakers from various law enforcement agencies , i.e., a Kern County Arson Investigator, A Bakersfield Police Homicide Detective, Members of the Grand Jury, a Kern County Probation Officer, a Correctional Officer, etc., and a rehabilitated client of the criminal justice system have all shared their criminal justice experiences. The newly formed Criminology Club was approved in May 2014 and nearly 75 students have expressed interest in the club’s activities and its vision. A Resource Center for Criminal Justice students is being formed in office LA 108E where job opportunities, a criminal justice library, mock interviews, research, etc., will be available to the Correctional Administration students.
5. Provide rationale for future professional development opportunities and contributions that your program can make. Correctional Administration instructors will continue to take tours of local criminal justice facilities available to students. The program would like to work with local facilities to promote internships and other employment opportunities. Speakers from law enforcement agencies will continue to speak to various classes to share their job duties and qualifications to inspire the students to complete their education and earn degrees. Many speakers are BC graduates and subsequently transferred to four-year universities. An online class will be offered in Spring 2015 to working students to assist them in reaching their educational goals.
6. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle? No.

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success? The lack of air conditioning every Monday in the Language Arts building for the last 14 years has meant that at least 15 class sessions every Fall semester are conducted in 80 degree + temperatures. Students and faculty have complained about this situation for over a decade to no avail. Functioning air conditioning should allow students, staff, and faculty increased productivity when the room is a comfortable temperature.
3. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
4. Has your program received new or repurposed technology in this cycle? No.
	1. If yes, how has this technology contributed to student success?
	2. If no, how will your new or repurposed technology request contribute to student success?
5. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? No.
6. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity). Gender, age, and ethnicity did not change significantly from the previous year.
2. Changes in enrollment (headcount, sections, course enrollment and productivity). Headcount decreased by 27% from the previous year. Outreach at the high schools is planned to recruit college students and to discuss the benefits of a college education.
3. Success and retention for face-to-face, as well as online/distance courses. Success and retention remains steady.
4. Other program-specific data that reflects significant changes *(please specify or attach).*

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?** **(select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** **(if applicable)** |
| 1. Complete and implement Criminal Justice AD-T transfer degree. | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [x]  Completed:Summer 2014\_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Received Board and State Chancellor’s approval in Summer 2014. |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| Replacement of retired full-time instructor | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | Substantial reduction in the number of adjunct sections and the need for last-second adjunct hires. Assistance to program with assessment, curriculum, student success and retention, and community outreach |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
	* Column A list all of the courses associated with the degree.
	* Column B list the Fall term the review process will be started for ongoing compliance.
	* Column C list the compliance due date.
	* Column D list any changes to courses with regard to distance education.
	* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| Crim B2 Criminal Law | 2016 | Fall 2017 |  | AJ120 |
| Crim B5 Community Relations | 2016 | Fall 2017 |  | AJ160 |
| Crim B8 Criminal Investigation | 2016 | Fall 2017 |  | AJ140 |
| Crim B9 Intro to Juvenile Justice | 2016 | Fall 2017 |  | AJ220 |
| Crim B12 Legal Aspects of Forensic Science | 2016 | Fall 2017 |  | AJ150 |
| Crim B50 Report Writing | 2016 | Fall 2017 |  |  |
| Crim B55 Special Topics | 2016 | Fall 2017 |  |  |
| Crim B21 Intro to Correctional Admin | 2016 | Fall 2017 |  | AJ200 |
| CrimB22 Inst. Treatment and Supv. Offenders |  |  |  |  |
| Crim B23 Fundamentals of Inter & CounselingCrim B24 Probation, Parole and Com CorrCrim B60 Legal Aspects of Corrections |  |  |  |  |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Program information in Curricunet is accurate as of September 2014.

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET- SEP pathways have not been uploaded to Curricunet. Regrettably, the SEP pathway for the AD-T in Criminal Justice will need to be modified, as the State Chancellor’s office ultimately refused to accept an AD-T degree that was not an identical match with the State’s proposed model. The SEP pathway for this AD-T was created in anticipation of the State approving BC’s proposed degree.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

\_The Correctional Administration Program received board approval, and has received conditional California State approval to offer the AD-T degree in Administration of Justice for the Fall of 2015. Two of the courses required for the degree require minor modifications for final approval. The two courses are Crim B5 and Crim B21.

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program: Correctional Administration continues to teach large numbers of students, award numerous degrees, and achieve high success and retention rates. Further, students from the Program continue to have success in obtaining employment with Kern County law enforcement, courts, and corrections. Costs are low as Adjunct Faculty teach a large number of the courses.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[x]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

x [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)** [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a** **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?