**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Criminal Justice

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission: The Criminal Justice 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

Program Mission Statement: The Criminal Justice Program guides and prepares students for careers in law enforcement, courts, and state and local corrections.

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| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
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**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. Complete and implement criminal justice AD‐T transfer degree. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | [x]  Completed: put in later (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Offered starting Fall 2015 |
| 2. Replacement of retired full‐time instructor | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | x[ ]  Completed: \_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Completed June 2015 |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Increase student access to criminal justice practitioners in the community. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Create speakers panel, design and implement student intern programs | December 2015, August 2015 | Pat Smith |
| 2. Link program assessment results with course-level planning. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Program level meetings with all full time and adjunct instructors regarding assessment and results | May 2016 | Christian Zoller |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including: (data will be available in August)

1. Changes in student demographics (gender, age and ethnicity).
2. Changes in enrollment (headcount, sections, course enrollment, and productivity).
3. Changes in achievement gap and disproportionate impact.
4. Success and retention for face-to-face as well as online/distance courses.
5. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
6. Other program-specific data (please specify or attach).
7. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Associate of Arts, Criminal Justice |  35 degrees |  38 degrees |  51degrees |  46 degrees |  55 target |  60 target |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs):

**Criminal Justice Program Level Outcome #1**
A student who successfully completes the course requirements in Criminal Justice with a grade of C or better will be able to identify, analyze, and apply the fundamental theories and concepts underlying the American Criminal Justice system.

**Criminal Justice Program Level Outcome #2**A student whosuccessfully completes the course requirements in Criminal Justice with a grade of C or better will be able to identify and describe the operational elements of the major components comprising the American Justice system.

**Criminal Justice Program Level Outcome #3**A student whosuccessfully completes the course requirements in Criminal Justice with a grade of C or better will be able to identify and implement the principles and procedures utilized in legitimate scientific and criminal investigation.

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
* Criminal Justice conducts program level assessments for at least 13 separate subjects each year.
* Results show that students did improve substantially from the pre-test period to the post test.
* Results show a need for greater coordination of program planning between adjunct and full-time instructors.
* Results show a need for greater input from multiple faculty members into the assessment method to better reflect the breadth of subject matter.
1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.
2. Describe how the program monitors and evaluates its effectiveness.
* The program reviews the data points from all of the questions and the 13 different subjects. The program reviews the strengths and weaknesses of the assessment methods and makes changes accordingly. Prior to the next assessment, the program reviews the data to see which assessment methods were previously effective, and which parts need improvement.
1. Describe how the program engages all unit members in the self-evaluation dialog and process.
* While there is no program director with reassigned time, and at least half of the 26 sections have adjunct instructors, instructors regularly receive feedback regarding the assessment methods and results and are a key part of coordinating the process.
1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings:
* Data analysis shows that the majority of students had higher scores by the 15th week of the semester and had substantially improved from the 1st week. Criminal Justice assessed 11 different subjects on 2 separate occasions which allowed the program to obtain thousands of data points. The Criminal Justice program plans to improve these outcomes through greater coordination with faculty throughout the semester, and by improving the assessment methods. The assessment method for Spring 15 attempted to use questions which would enable the program to obtain accurate data without being either too difficult or too easy for students to answer correctly. Further improvements need to be made to ensure that the assessment is accurate. The data from the assessment conducted in Spring 2015 has been attached along with this document in the email sent to the department chair.
1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?
* Data analysis has confirmed that a large majority of criminal justice students are successfully meeting or exceeding the program level outcomes by the end of the semester.
* Data analysis has revealed that the criminal justice program needs to improve coordination between full time and adjunct faculty members.
1. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
* Course student level learning outcomes align with program learning outcomes though being more specific to the courses themselves while still reinforcing the need for students to achieve program level outcomes. An example would be one of the student learning outcomes for Constitutional Criminal Procedure in which students to identify and define the scope of the Exclusionary Rule. This student learning outcome is a more specific and detailed part of Program Learning Outcome #3 in which students are able to identify and implement the principles and procedures to be utilized in legitimate scientific and criminal investigation.
1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
2. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?
* African American students are a slightly higher percentage of criminal justice students than the average rate for Bakersfield College.
* African American students’ success rates are 6% higher in criminal justice courses than the average rate for Bakersfield College.
* The program has addressed equity issues by sharing and discussing this data with faculty members, and through the hiring of an additional full time instructor with experience in community outreach.
* The program has addressed equity by attending workshops, identifying equity issues in the program, and devising strategies to improve enrollment, success, and retention rates.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.
* The program has 1,095 students and is one of the largest programs at Bakersfield College.
* Due to changes in state laws, there are greater employment opportunities for local correctional employment.
* Criminal Justice students are continuing to obtain jobs after graduation in law enforcement, courts, and corrections.
* The program offers 14 subjects and three separate degrees, including a transfer degree which started in the Fall of 2015.
1. Discuss your program’s weaknesses.
* There is some difficulty with effectively assessing Program Learning Outcomes due to the large number of different subjects (usually 13 to 15 separate subjects.
* The continuing challenge of coordinating assessment with numerous adjunct instructors at different locations without the authority of a criminal justice program director with reassigned time.
1. *If applicable,* describe any unplanned events that affected your program.

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
* Faculty members have conducted numerous field trips and brought in several guest speakers during the last academic year. Trips include the coroner’s office, local adult and juvenile correctional facilities, and Kern County Superior Court. Guest speakers have included attorneys, correctional officers, investigators and law enforcement officers. Faculty members are involved in Academic Senate, the Pre-Law program, Bakersfield College classes taught in correctional facilities, and the Criminal Justice Student Club.
1. What professional development opportunities and contributions can your program make to the college in the future?
* The program is planning to have multiple speakers’ days for all students. The day will include a panel discussion with professional representatives from law enforcement agencies, courts, and corrections.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* The majority of criminal justice courses are located in the Language Arts and the forum building. Maintenance, repairs, and updating have not adversely affected student enrollment, success, or retention.
1. How will your Facilities Request for next year contribute to student success?
* The program has not submitted a facilities request for the upcoming year.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
* Faculty have been able to use digital video projectors in auditorium classes which has contributed to student success and retention through presenting material in a variety of forms.
* Faculty have used the Luminus platform to make syllabi, notes, reviews, and other reading materials available online to students.
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* The program does not currently teach courses in new or repurposed classes, nor does it currently possess new office technology or equipment.
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.
* The Inside BC portal has enabled students and faculty to receive feedback, obtain necessary course materials, as well as promoting student engagement.
1. Budget: Explain how your budget justifications will contribute to increased student success for your program.
* Criminal Justice faculty are currently examining the feasibility of program-wide “clickers” possessed by the program but for student use for assessment and to promote success and retention. Due to the large numbers of students, this goal may be difficult to achieve with a limited budget.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.
* Criminal Justice Faculty have engaged in the following efforts:
* Academic Senate
* Field trips to local correctional facilities, courthouses, and criminal investigation agencies
* The Criminal Justice Student Club
* Hiring Committees outside the discipline
* Brining criminal justice practitioners as guest speakers
* Coordinating offering Bakersfield College classes to inmates in local and state correctional facilities.
1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.
* While there is no Criminal Justice Program director with reassigned time with authority to coordinate program training, discussions, and decision-making, full time and adjunct instructors meet regularly regarding assessment methods and data, current program issues, and the employment picture for students.
* The lack of a program director and the large numbers of adjuncts make this coordination an on-going process with room for improvement.

**VIII. Conclusions and Findings:**

The Criminal Justice Program continues to educate large numbers of students and continues to assist students in their successful efforts to obtain employment in the criminal justice field. Instructors have both academic and practical experience in the field which greatly benefits the students. Enrollment trends show an average increase of 4% every year since 2010-2011. Trendlines for sections offered, enrollment, FTES, FTEF, and productivity all point strongly upward.

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

x[ ]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

[ ]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_