

Bakersfield College

Program Review – Annual Update

Program Name: Correctional Administration AA

Program Type: Instructional Student Affairs Administrative Service Other

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 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.**

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

Instructional Programs only:

A. List the degrees and Certificates of Achievement the program offers: AA Correctional Administration

B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

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)	Status Update – Action Plan
1. Increase number of sections and adjunct pool	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>9/1/2017</u> (Date)	New tenure-track full-time faculty member with .6 reassigned time hired starting Fall 2017

2. Create a Criminal Justice student internship program.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>9/1/2017</u> (Date)	Process will be started late Fall 2016. Anticipated internships by Spring 2018
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B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Students in the Correctional Administration Program are very often majors in either Criminal Justice or Correctional Administration. The Program conducts surveys to assess students' career goals and what they hope to learn from the classes both for their education and their future careers. The Program takes students on frequent field trips to adult and juvenile correctional facilities, Kern County Superior Court, and other agencies such as the Kern County Coroner's Office, District Attorney's Crime Lab and various speakers are invited to speak to several classes from the Bakersfield Police Dept. Homicide Unit, the Kern County Fire Dept. Arson Unit, the Kern County Grand Jury, the Dept. of Corrections and a Certified Domestic Violence Counselor

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle: Headcount declined from previous year, but the number of majors increased.
2. How does your trend data impact your decision making process for your program? Fewer students in the Criminal Justice Program are taking classes in Correctional Administration, but more are majoring in it. The Correctional Administration core classes are almost entirely taught by adjuncts, which has not required a substantial change to staffing or scheduling.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? There were no significant changes for either success or retention in either format.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? There were no significant changes to student demographics from the past cycle.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	
<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	

<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review. **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.