

2022-23 Program Audit

Requirements related to Accreditation Standards and Perkins V (includes the Comprehensive Local Needs Assessment [CLNA]) determine BBCC's approach to and responses required for the Program Audit. For your reference, we have provided definitions, guidance, and/or questions to consider when completing your Program Audit.

This is part of a continuous improvement process, so it is important to describe the present state and to document strengths and challenges as determined by the data/evidence. Identify what the program's ideal/goal state would be if the strengths were sustained and challenges were addressed.

The program audit is divided into 2 reports with the first one due in March and the second one due in June. The related report due dates are highlighted below.

2022-23 Program Audit Report 1 **Due March 24, 2023**

For all questions, provide the data/evidence (attach or provide links) used to determine the response.

PROGRAM QUALITY:

Programs of sufficient size, scope, and quality should meet the academic and developmental needs of students served while ensuring that they are on a pathway leading to a credential of workplace value. Such programs and credentials should be aligned with business and industry need and developed in partnership with employers and educators who are subject-matter experts.

1. Does your program lead to credentials of value for in-demand industries? How do you know? Discuss how the program determines that the courses, certificates, and degrees are still viable and relevant?

The criminal justice program at BBCC holds high value for in-demand industries such as law enforcement. According to the U.S. Bureau of Labor Statistics the minimum requirement for becoming a police officer is a high school diploma or GED. By graduating with an associate in criminal justice, this will allow students to have a bit more upper hand when applying for departments. I have also spoken with professionals in the field through Moses Lake Police Department, Ephrata Police Department, and Soap Lake Police Department who have also voiced an associate degree in criminal justice will allow students an entry level policing job.

2. Does the curriculum meet industry standards? How do you know? What needs to change? Yes. The criminal justice program curriculum satisfies industry standards as they are expressed through prerequisite courses which are consistent with the agreement between community colleges and universities as well as the community college and professional industries such as police departments. New criminal justice courses could be implemented.

3. Select all methods that are used by your program to integrate the academic and technical skills of your students and ensure that they are taught with the same coherence and rigor as all other students, including transfer students.

Please provide short descriptions for each method selected.

- Contextualized Instruction** - I discuss how curriculum applies and fits in with students' lives and day to day interactions to make that "real world" connection.
- Team-Teaching
- Math-First Initiatives
- College-Level Core Curriculum** – I believe our courses/curriculum are based upon the WSCJTC (The Washington State Criminal Justice Training Commission) as well as the Bureau of Justice Statistics.
- College-Wide Student Learning Outcomes** - Assessing institutional and program outcomes.
- STEM Initiatives
- Industry Standardized Tests/Exams
- Tutoring** - It is recommended to students regularly. Such as TRIO and library/writing center tutoring services.
- Flipped Classrooms** – Sometimes students are expected to come to class and listen to lectures and complete homework/tests at home, and other times assignments and tests are given in class and lectures are to be viewed at home. I understand that students all have different learning styles, so I have become comfortable with both techniques.
- Industry-Standard Equipment/Facilities** - The use of real law enforcement handcuffs so students can become familiar with these if interested in going into law enforcement. I also recommend students who feel comfortable to do job shadows with police officers or dispatchers.
- I-BEST CTE Programs
- Other

4. Please provide examples of any innovative projects or initiatives undertaken since the last audit (in the last three years).
 - a. Please describe and include attachments of or links to any social media posts and/or press/media coverage, if applicable.

N/A. This is the first criminal justice audit that is being completed. I took my Spring Quarter CJ& 105 Intro to Corrections students on an educational field trip to Coyote Ridge Corrections Center. I do not think this has been done before. I plan on doing this same field trip to varying correctional facilities each time I teach CJ& 105.

5. What was the most successful or noteworthy development with respect to program quality and/or program improvement since the last audit (in the last three years)?

Overall, the most successful or noteworthy development with respect to program quality and program improvement has been the high demand for CJ& 101. I have high hopes the higher level CJ classes will continue to increase in enrollment, but as of now I have a pretty small cohort. Also, I would suggest that hiring me, a FT CJ professor, has also been a successful noteworthy development of the BBCC CJ program!

6. What were the most significant challenges (e.g., funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered since the last audit (in the last three years)?

Again, to my knowledge, this is the first CJ audit being completed. However, I can imagine the most significant challenge encountered in the last three years was not having a FT CJ instructor.

- a. What impact did the challenge have on the program? - I am not fully aware as to how things were run prior to me getting hired, but I know many CJ classes were not being offered.
 - b. How could BBCC assist in addressing these challenges? - This issue has been solved by hiring me. However, enrollment rates are still somewhat low for the higher level CJ courses cohort. I am working on increasing this through word of mouth, using our BBCC media pages to promote the CJ program, attending events such as Explore Big Bend/Career Fairs, and highly encouraging students to enroll in CJ courses.
7. Does your program feature up-to-date, industry-standard equipment, facilities, curricula, methods of instruction, and work-based learning opportunities? What more do you need?

Yes and no. The CJ program offers up-to-date curriculum and methods of instruction, however, I would argue that it does not feature up-to-date equipment, facilities, and work-based learning opportunities. The CJ program is a bit different from other workforce programs though. I have kind of worked around this by incorporating field trips for the work-based learning opportunities as well as exposing students to professionals in the field by having them visit class. Equipment is not a huge part of the program, however, I am using/have used some budget money to buy real handcuffs, alcohol intoxication goggles for pretend DUI scenario activities in class. I have also purchased an investigation kit I plan on using in the 23-24 school year for CJ& 215 Criminal Investigations. The main thing I need is funds to allow all of this to happen.

8. Does your program have the technology available that is needed to prepare students for industry? Discuss.
- a. If YES,
 - Include how you know it is technology used in business/industry.
 - a. If NO, - The CJ program specifically does not have the technology available that is needed to prepare students for industry, but I have been working on purchasing this through the CJ budget. BBCC has the available technology for students to successfully complete their courses, such as being able to check out laptops.
 - Has your program identified the needed technology or equipment?
 - How do you know this is the technology/equipment that is used in business/industry?
 - Please describe the technology or equipment and share the plan for purchasing or provide the barriers to purchase.
 - Is business/industry an option for providing and/or donating **current** technology/equipment? *(Remember that BBCC cannot become the dumping grounds for outdated or broken equipment.)*
9. Since the last audit (in the last three years), did your program invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has on content and/or student performance.

N/A. Not that I know of.

10. Provide a current equipment/technology inventory that indicates the following:
- When replacement/update is/will be needed
 - Technology/equipment that is obsolete
 - Technology/equipment that requires repair, disposal, etc.

Unknown.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:

Professional development is defined as activities that are an integral part of providing educators with the knowledge and skills needed to enable students to succeed in CTE. The activities must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and to the extent possible evidence-based.

11. Please provide the dates and a description of professional development in which faculty/staff of your program participated in since the last program audit (in the last three years). **Be sure these are reported to the dean so they can be recorded in vocational certification plans.*

I have not attended any specific professional development other than orientation, Week 0, and In-Service days. However, I do consider our division meetings as professional development where we discuss mutual content, intertwined topics and curriculum, and scheduling.

12. Select the methods employed to provide professional development opportunities for faculty/staff.

Provide a brief description of each method selected.

- New Instructor/Faculty Conference** – I am a new instructor. I attended orientation prior to Week 0.
- Workforce Boot Camp
- Deans Academy
- Return-to-Industry
- Faculty Peer Mentoring** - I have been peer mentored by Mercedes Gonzalez as well as all of the social science faculty.
- Professional Development Days** - Week 0.
- CTE Certification Workshops
- Distance Learning/Online Teaching Training** - Week 0.
- Technology and E-Learning Tools** - Week 0.
- Data and Assessment Workshops** - Week 0 and In-Service days.
- Industry Conferences
- Other

13. Did any of your program faculty/staff earn industry-recognized credentials or certification since the last program audit (in the last three years)? Please describe.

No, not that I am aware of.

14. How did the professional development impact your program? What was the most successful or noteworthy development since the last audit (in the last three years)?

I would say hiring me has been the most successful/noteworthy development in the last three years for the BBCC CJ program.

INDUSTRY/COMMUNITY/K-12 ENGAGEMENT & INVOLVEMENT:

As defined by the Perkins V mandated requirements, the following stakeholders should be consulted in the development and assessment of CTE programming and the CLNA:

- *Representatives of CTE programs in local K-12 programs, educational service agency, or other postsecondary institutions, including faculty, administrators, career guidance and/or academic counselors, instructional support personnel, and paraprofessionals*
- *Representatives of the State board or local workforce development boards*
- *A range of local or regional businesses or industries*
- *Parents and students*
- *Representatives of special populations (as defined by Perkins V)*
- *Representatives of regional agencies serving out-of-school youth, homeless children and youth, and at-risk youth*
- *Representatives of Indian Tribes and Tribal organizations in the State, where applicable*

15. Describe how this program ensures involvement of stakeholders in the improvement, implementation, and assessment of the program and program development.

- Are you effectively partnering with employers and educational institutions to ensure that your program is aligned with industry need and future academic opportunities?

Yes. I have connected with and started forming relationships with Moses Lake Police Department/Evidence Technician, Ephrata Police Department, Soap Lake Police Department, the Sheriffs Department, local dispatchers, and personnel at CB Tech.

- Since the last audit (in the last three years), what course/program content has been updated to reflect industry needs/feedback from advisory committee and/or other stakeholders?

I do not believe any course/program content has been updated in the last three years.

16. Provide information about how this program is involved in building and/or maintaining internal and external partnerships/relationships:

- a. Internal: list and discuss each partner (*examples: Career Services, WES, ASB, Business Office, Registration, etc.*)

All of the above.

- b. External: list and discuss each partner (*examples: business/ industry, Job Corps, WorkSource, labor unions, accrediting agencies, etc.*)

See individuals listed in response to question 15.

17. Since the last audit (in the last three years), what noteworthy activities did your program advisory committee undertake?

- a. Should these activities be reported/used in outreach/marketing?
- b. Were there any changes to your committee? Have these been reported to Julia?
- c. Have all minutes been submitted to Julia?
- d. Has an advisory committee audit form been completed annually?

None at this time. CJ Teams folder has been updated with the current advisory committee I have built. I will report this to Julia.

18. Since the last audit (in the last three years), how did your program partner with high schools and districts to engage and recruit students and market your program? What was the most successful or noteworthy?

I am not sure in the previous two years, but this year I have been present at the Explore Big Bend Event and the spring career fair marketing the CJ program. I also updated the rack cards and partnered with Tiffany Fondren to create a CJ pop up banner sign which has been used at each of these events.

19. Does your program provide opportunity for CTE Dual Credit (Tech Prep) articulations with area high schools/skills centers

a. If yes, could this be expanded? How?

b. If no, is this an area that can be developed? How? **OR** Why not?

Potentially... I am not sure how. I would need to talk to Daneen about this.

20. Does your program faculty participate in any advisory committees or joint advisory committees at the high school level? If so, please describe.

Yes, I am participating in an advisory committee for the CJ program. I plan meetings with the advisory committee to discuss curriculum, job/career outlook, their input and suggestions on classes/curriculum and important topics that need to be discussed in the classroom to prepare students for the field.

21. Are your students receiving adequate career guidance, counseling, and individualized academic support?

My students are receiving career guidance and general academic support/suggestions in the classroom. I spend time in class sessions throughout the quarter talking to students about upcoming CJ classes and what they should be signing up for as well as career guidance by answering their questions, discussing potential career opportunities, as well as future schooling opportunities for them. My students should also be receiving specific and individualized career, academic, and counseling support by their advisors/counselors as well.

22. Select all methods employed by your program to engage, recruit, and/or provide career and academic guidance to prospective students.

Please provide a brief description of each method selected.

High School Visits

CTE Open Houses

Try-a-Trade Events

Youth Re-Engagement Programs

Mailings featuring Programs of Study and/or Pathway Information

Community-Based Organization Visits – Moses Lake Police Department has come to visit my CJ& 101 course and I took students in CJ& 105 on a field trip to Coyote Ridge Corrections Center.

Faith-Based Organization Visits

TV or Web Video Ads - I have shown these in class.

- WorkSource Co-Location
- Veteran Center Visits
- Tribal or Cultural Center Visits
- Corrections Center Visits or Re-Entry Programs** - CJ& 105 field trip during Spring Quarter 23.
- Labor Union Visits
- Other

2022-23 Program Audit Report 2 **Due June 20, 2023**

For all questions, provide the data (attach or provide links) used to determine the response.

WORK-BASED LEARNING (WBL):

WBL emphasizes sustained interactions with industry or community professional in real workplace settings where possible but also includes simulated environments as well. WBL must foster in-depth, first-hand engagement with the tasks required of a given career field and be aligned to curriculum and instruction.

1. How is work-based learning integrated into your program? Please describe and identify all types of work-based learning that is required in your programs.

During the 22-23 school year I did not integrate much work-based learning into the CJ program. However, moving forward I plan on incorporating mock/pretend DUI/arrest scenarios into my policing courses. This will also incorporate students understanding of Miranda Warnings, arrest protocol, report writing, etc. In CJ& 215 Criminal Investigations, I plan on creating a mock investigation scene that students will closely investigate as a project in the course.

I am not aware of all types of work-based learning that is required in the CJ program.

2. Select all methods employed that are used in your program to provide your students with experience in and an understanding of all aspects of industry.

Provide short descriptions of each method selected.

- Industry Speakers** - I had Moses Lake Police Department's Officer Lopez and Evidence Technician Miranda Martinez come speak in CJ& 101 during Winter Quarter.
- Workplace Tours** - Coyote Ridge field trip. I've encouraged students to do this.
- Job Shadows** - Coyote Ridge field trip. I've encouraged students to do this. I've thought about incorporating a job shadow of students' choice into the course/grade.
- Job & Career Fairs** - I've hosted a BBCC CJ program table at these events.
- Simulations
- Required Internship or Clinical Experience
- Optional Internship or Clinical Experience
- Cooperative/Capstone Projects
- Student Clubs - I've encouraged students to start a CJ Club.
- Business/Industry Mentoring - I haven't thought much about this but this is a fantastic idea!

Other

CAREER GUIDANCE:

3. How does your program provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education?

I do this in class with students. I have started to show students the Occupational Outlook Handbook for career guidance. I have also shown students where and how to find career questionnaires/quizzes to help them determine what type of job they could potentially see themselves in or help them figure out their preference in workspace, wage, etc.

4. Since the last audit (in the last three years), what was the most successful or noteworthy development with respect to program academic guidance and career counseling this year?

N/A. I am not sure.

5. Select all methods employed to provide students with comprehensive and labor market-informed guidance, counseling, and coaching related to career discernment, academic transfer, and job search strategies.

Please provide a brief description of each method selected.

- Online Job Search Engines** - Primarily local job searches. Other than this, I have shown students the Occupational Outlook Handbook.
- Career Exploration Workshops
- Mock and On-Campus Interviews
- WorkSource
- Interactive/Online Pathway Tools
- Hardcopy Career Pathway Tools (Posters, Brochures, Worksheets, etc.)** - Helped advertise the Police Academy Moses Lake Police Department was putting on.
- Resume Workshops** - I've done a couple brief talks in class on how to build a resume.
- Credit-Bearing Career Readiness Courses
- Credit-Bearing College Readiness Courses
- College/Transfer Fairs
- BA-S Program Presentations/Open Houses
- Other

SCHEDULING:

6. Discuss how the scheduling for your courses is developed and how it is evaluated to determine access/availability for students.

My main strategy for scheduling is to be as present as possible throughout each day at separate times and through varying modalities including face to face, hybrid, and completely online synchronous and asynchronous formats. I am attempting to maximize enrollment in all of my courses. I have flexibility in teaching what and when I teach but often my decisions are based on collaborating with the needs of other departments and more recently, to accommodate Running Start and other high school students (needing to be done with classes by early afternoon). The CJ program is a small department but work closely with the other social science faculty in terms of scheduling.

7. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc?
 - a. If yes, what is being considered and why?
Yes, online, hybrid, and at other campuses specifically. Primarily due to preference.
 - b. If no, is this something that should be considered and why/why not?
8. Using the schedule and MCOs, please
 - a. review for accuracy or required changes
 - b. identify classes that should be retired
 - c. identify changes to the quarters, time, and modality offered

LAB FEES:

9. Does your program maintain a lab fee account?
 - a. If yes, please answer the remaining questions regarding lab fees.
 - b. If no, should your program consider developing a lab fee account?
I do not believe so.
 - c. If no, please skip the remaining questions regarding lab fees.
10. Is the lab account balance adequate to cover consumable expenses?
 - a. If no, have fees been reviewed? Why/why not?
 - What is needed to ensure consumables are covered. Discuss.
 - Should this discussion be used to request a fee increase?
 - a. If yes, do fees need to be reduced? Discuss.
11. Is the lab account balance adequate for purchasing needed equipment/technology updates?
 - a. If YES, what will be purchased and when?
 - b. If NO, do fees need to be increased to help support these?
 - What is needed and what will it cost?
 - How much do the fees need to increase? Discuss.
 - Should this discussion be used to request a fee increase?

STUDENT SUCCESS:

Remember that you can look at the enrollment of different populations in your programs, but you also need to discuss the success of these different populations within your program Accreditation Standard 1.D.2, so please consider the following information when looking at data in completion of your program audit. Looking at student success via interventions and/or strategies implemented and analysis of their impact/result is required.

The law requires performance data be disaggregated by program, student subgroup, and special populations. Colleges must evaluate this disaggregated data to identify disparities or gaps in performance, investigate the root causes, and develop strategies to address programmatic barriers and better support students from special populations and historically underserved demographic subgroups.

- *Disaggregation by race, ethnicity, age, gender, socioeconomic status, 1st generation college students*
- *Persistence (grades, credit accumulations), completions, retention (fall to fall), post-grad success*

You should be using the [Course Letter Grades](#) dashboard on the portal.

1. Click on the "Class disaggregation" tab.
2. In the "Quarter" drop down menu, select fall, winter, and spring quarters for 1-3 years
3. In the "Department" drop down menu, select the discipline you teach
4. In the "Course Number" and "Item Number" drop down menus, leave the selectin on (All)
5. Analyze the distributions of student grades by different student demographic disaggregations to identify gaps in student performance or other concerning trends

Hispanic female students as well as White female students had the highest withdrawal rate in the last three years. White males and Hispanic females show a higher rate of failing in the last three years.

6. Repeat for any other subjects taught by the department
7. Determine one intervention the program or department would like to implement to try to address the achievement gaps

Perkins Definitions for SPECIAL POPULATIONS AND NON-TRADITIONAL FIELDS:

Special Populations: Individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals (formerly "displaced homemakers"); English learners; youth who are in, or have aged out of, the foster care system; homeless individuals; and youth with active-duty military parents.

Non-Traditional Fields: Non-traditional fields means occupations or fields of work for which individuals from one gender comprise less than 25% of those employed in such fields. (Examples: men in nursing, women in aviation, women in welding, etc.)

Using the data provided in the [BBCC's Course Letter Grades dashboard](#) and [SBCTC's Perkins V dashboard](#)

12. What gaps do you see in student achievement based on different demographic disaggregation's?

It appears that White males and Hispanic females show a higher rate of failing. Overall, there are more females taking CJ classes which is interesting, but also consistent with students I had in my classes this year.

13. Where are the biggest gaps in performance indicators for this program?
 - Demographic subgroups
 - Perkins special populations - Economically disadvantaged students, single parent students, students out of work (highest percentage at 57%), and students preparing for a nontraditional field.
 - Non-traditional enrollment

14. What interventions/strategies are you going to implement or are currently implementing to try to address one of the achievement gaps listed above?

I am doing my best to offer affordable textbooks/resources for my courses. I do give a lot of grace to my students when they express their struggles (such as being a single parent or not having transportation) and hardships to me.

15. Please provide a brief description of any example in the five areas below of initiatives, events, or strategies implemented in the past year pertaining to students in *special populations* or *non-traditional fields*.

- a. Decreasing barriers to participation – See “e”.
- b. Ensuring equitable access to programs
- c. Increasing enrollment
- d. Improving completion rates – By giving my students grace. I mean this in terms of posting notes online for students who have a hard time making it to class due to lack of transportation or lack of childcare for example. I also have posted lectures online for these students, and extended due dates or time on tests/quizzes.
- e. **Promoting and maintaining a discrimination-free environment** – I have this talk with my students at the beginning of every quarter. I tell them that I teach from such a neutral perspective that they will never be able to guess my political, religious, etc. viewpoints. I give a lecture on biases, unconscious biases, stereotypes, and judgements and how CJ classes are often very controversial. With this in mind, I inform my students that my hope for them is that when they walk into my classroom, they will put all of their biases, judgements, stereotypes, etc. aside to the best of their ability so we can discuss and debate from all different perspectives without being offensive, rude, or targeting towards certain demographics. By doing so I aim to minimize any and all discrimination in my classroom. Additionally, I do not allow discriminatory slang terms to be used towards CJ relative material/people such as “crackheads”, “junkies”, “gang bangers”, and so on.

16. What was the most successful or noteworthy development with respect to support for *special populations* and students in *non-traditional fields* this year?

Being on the Accommodation and Accessibility Coordinator committee. I served on this committee as I wanted to have a say and find the next best professional for this position. This position is so very important at BBCC as many of my students have had evaluations done to find the best accommodations to fit their needs so they can have the best, most equal experience in college. With this in mind, I understand that not all of my special population students are in need of accommodation services, however, that is where I step in to give those appropriate accommodations for the classroom.

ASSESSMENT REVIEW:

We are required by our accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), to document our assessment of student learning activities, Accreditation Standard 1.C.5-7. Specifically, we are expected to assess student learning in our programs, design and implement changes in our teaching intended to improve student learning, and use further assessment of student learning to measure the impact of those changes on student learning.

17. Based on your prior assessments, what were the issues (problems) that you were trying to address in an effort to improve student learning?

N/A. During Fall Quarter 22 in CJ& 210 the problem I was attempting to address in an effort to improve student learning was that my students expressed they didn't have “real world” experiences in the field, so they had a hard time understanding/comprehending certain material.

18. What changes did you make in your instruction and/or program to address the problems identified in the question above?

Throughout the quarter I gave my students assignments in which they decided on what avenue or path they would choose in differing ethical situations where they, as police officers, would need to use discretion, while keeping the code of conduct and their integrity in mind.

19. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you?

Week 5 and prior, the average grade on these "You Decide" assignments were strong (86% or higher). However, the average for students grades on these assignments dropped as the quarter progressed. I am not sure if this is due to them not trying as hard on the assignments, a lack of reading prior to completing the assignment, or if it was due to the material becoming a bit more complex.

20. What are the implications for your academic program or department? (What are your next steps now?)

My next steps are to continue giving these assignments, however I also plan on giving more real-life examples that students can watch/hear about prior to them completing these assignments. I also would like to teach this class in person so I can have students participate in scenario activities that relate and reflect the content they are learning from the text.

SUMMATIVE QUESTIONS:

21. What are some key things you have learned about your program/department as you completed the program audit?

There is a decent amount of information I am not aware of about how the CJ program was run prior to me getting hired. Overall, I think the CJ program is doing well, other than needing to continue increasing enrollment rates.

22. What are the primary actions you have taken over the past three years (since your last program audit) to improve student outcomes in your program/department? Why were you focusing on these things? How do you know you are making progress?

N/A.

23. What goals do you want to accomplish over the next three years to improve your program/department?

Increase enrollment rates (males and females, all different demographics), implement new courses, aid in students transferring to the university level and beyond, and aid in directing students to enter and follow their desired career path.