

CTE Update

PALO VERDE COLLEGE

CRIMINAL JUSTICE

Criminal Justice AS, COA; Administration of Justice AST; Law, Public Policy, and Society AST

REPORTING FALL 2020 TO SPRING 2022

1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

The purpose of the Criminal Justice, Administration of Justice, and Law, Public Policy, and Society programs at Palo Verde College are to provide students with the necessary skills to work or continue their studies in the ever-expanding field of law enforcement. To this end, the programs in question provide students with foundational knowledge, entry-level skills, professional development opportunities, and certification and degree options.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The programs in question have not changed substantially in the past two years. However, the Program Director has submitted curriculum changes in order to better align course offerings with community and agencies' needs, which will be addressed later in this report.

2. DEMAND FOR THE PROGRAM

Is the demand high, adequate demand for our students, or low demand? Support your answer with labor market data, advisory input, etc.

The programs in question provide necessary technical, vocational training to students intending to enter the field of law enforcement. Because of the AST options with the Administration of Justice and Law, Public Policy, and Society programs, there are several transfer options for students who desire to pursue a bachelor's degree. Additionally, courses within these programs provide unique opportunities for professional development and certification for community members employed in-field.

Per the Long-Term Occupational Employment Projections from State of California Employment Development Department for Riverside, San Bernardino, and Ontario 2018-2028, 2020-2030, with few exceptions, CRJ-related fields are growing, and the wages in those fields are competitive.

SOC	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Numeric Change	Median Hourly Wage	Median Annual Wage
19-4092	Forensic Science Technicians	240	270	30	\$37	\$76966
33-1011	First-Line Supervisors of Correctional Officers	580	550	-30	\$51.46	\$107034
33-1012	First-Line Supervisors of Police and Detectives	280	300	20	\$77.69	\$161597
33-3012	Correctional Officers and Jailers	4610	4380	-230	\$40.54	\$84321
33-3021	Detectives and Criminal Investigators	980	1020	40	\$50.38	\$104778
33-3051	Police and Sheriff's Patrol Officers	5350	5590	240	\$50.36	\$104758

The programs in question prepare students for entry-level work or transfer to bachelor's degree programs serving a sector of critical importance with high entry-level wages. As a result, particularly the CRJ program maintains consistently high job placement. Graduates of the program are finding work in the field in which they have been trained, which is positive for not only the college but for the larger community.

3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

The Criminal Justice program is of the highest quality.

As Program Director, I have organized and held advisory committee meetings for the programs in question. Because these programs serve local agencies, I include in-service professionals from Riverside Sheriff's Office, Blythe Police Department, California Highway Patrol and California Department of Corrections as well as retired peace officers. The advisory committee meetings help maintain strong, professional relationships with these agencies operating within our community, agencies which are future and current employers of our students. While the advisory committee meetings were suspended during the pandemic, they are set to resume this semester.

In addition to working in partnership with representatives of local agencies to ensure the programs continue to meet local needs, I complete ongoing professional development and maintain memberships in professional organizations. I am a current member of the American Psychological Association. This membership gives me access to publications and information relevant to teaching Psychology. I am also a current member of the National Criminal Justice Association. This membership gives me access to publications and information relevant to

teaching Criminal Justice. I incorporate information from both of these publications into my teaching.

Recently I have completed professional development relevant to my teaching and administration of the programs in question. Social justice topics have been a focus of much of the recent available professional development, even in CTE areas. I attended the Toward a Shared Vision Summit sponsored by Growing Inland Achievement (GIA) in Riverside October 25-26, a conference focusing on “increasing equitable educational attainment, preparing a qualified workforce, and fueling a thriving Inland Empire economy.”

I have also completed the POST PC832 Presenter Workshop, offered regularly to provide updates regarding the POST process.

The Law, Public Policy, and Society program is quite new, and there isn't adequate data to show significant demand for the program. The Administration of Justice program reflects low degree production, likely connected to available job opportunities within both the local community and the region plus the traditional on-the-job pathway for training for law enforcement careers, e.g., per the Long-Term Occupational Employment Projections from State of California Employment Development Department, only the Forensics occupation referenced in item two above requires any degree for entry-level employment. These programs, however, make good use of available resources by expanding degree options using available curriculum.

4. EXTERNAL ISSUES

Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

There are no external issues to note at this time.

5. REVENUE AND EXPENSES

Term	FTEs *
2020FA	6.70
2021SP	6.33
2021SU	0.60
2021FA	6.50
2022SP	6.10
2022SU	0.00
* FTEs are reported department-wide	

SEE APPENDIX FOR PRIE OFFICE FINANCIALS REPORT

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

See appendix

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

See appendix

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

The Criminal Justice Advisory Committee is made up of professionals employed in the field. The donation of their time for Committee meetings is valued at approximately \$450 a year. The donated time of guest speakers for classes is valued at an additional \$300 per year. While many of these activities have been suspended during the pandemic, they are resuming this year.

6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

The Criminal Justice program continues to make changes that align the program's course offerings with the needs of students and trends in the field. For example, CRJ 165 has been run historically as a semester-length course, but there's an opportunity to capture additional enrollment in the course if it's instead run as a 40-hour course, compressed to run within a work week. In-service law enforcement officers must take this class in order to recertify with POST, an important partner. Making the change makes it more feasible for pre-service candidates outside the local area to enroll in the course.

APPENDIX

Object Type	Measure	AY2017-18	AY2018-19	AY2019-20	AY2020-21	AY2021-22
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	a) REVISED BUDGET	\$1,100.00	\$489.92	\$2,436.20	\$1,386.23	\$1,827.91
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	b) SPENDING	(\$62.00)	(\$489.92)	(\$1,636.20)	(\$1,305.01)	(\$1,827.91)
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	c) DEVIATION	-94.4%	0.0%	-32.8%	-5.9%	0.0%
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	a) REVISED BUDGET	\$200.00	\$1,200.00	\$0.00	\$37.56	\$0.00
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	b) SPENDING	\$0.00	(\$1,200.00)	\$0.00	(\$18.78)	\$0.00
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	c) DEVIATION	-100.0%	0.0%	0.0%	-50.0%	0.0%
EQUIPMENT AND SUPPLIES - MEDIA EQUIPMENT	a) REVISED BUDGET	\$0.00	\$0.00	\$0.00	\$756.57	\$0.00
EQUIPMENT AND SUPPLIES - MEDIA EQUIPMENT	b) SPENDING	\$0.00	\$0.00	\$0.00	(\$756.57)	\$0.00
EQUIPMENT AND SUPPLIES - MEDIA EQUIPMENT	c) DEVIATION	0.0%	0.0%	0.0%	0.0%	0.0%
PERSONNEL - BENEFITS AND INSURANCE	a) REVISED BUDGET	\$10,179.00	\$10,853.41	\$12,731.39	\$4,698.12	\$2,337.42
PERSONNEL - BENEFITS AND INSURANCE	b) SPENDING	(\$11,744.30)	(\$13,326.79)	(\$12,731.39)	(\$4,698.12)	(\$2,337.42)
PERSONNEL - BENEFITS AND INSURANCE	c) DEVIATION	15.4%	22.8%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$42,092.00	\$49,894.00	\$56,808.44	\$13,148.50	\$0.00
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	(\$58,617.84)	(\$63,679.30)	(\$56,808.44)	(\$13,148.50)	\$0.00
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	39.3%	27.6%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	a) REVISED BUDGET	\$0.00	\$0.00	\$8,628.66	\$32,264.64	\$32,126.76
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	b) SPENDING	(\$10,482.97)	(\$11,074.06)	(\$8,628.66)	(\$32,264.64)	(\$32,126.76)
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	c) DEVIATION	#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$0.00	\$0.00	\$0.00	\$4,335.47	\$0.00
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	\$0.00	\$0.00	\$0.00	(\$4,335.47)	\$0.00
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	0.0%	0.0%	0.0%	0.0%	0.0%
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	a) REVISED BUDGET	\$6,074.00	\$8,375.62	\$9,714.26	\$4,494.39	\$2,070.88
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	b) SPENDING	(\$8,770.86)	(\$10,731.58)	(\$9,714.26)	(\$4,494.39)	(\$2,070.88)
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	c) DEVIATION	44.4%	28.1%	0.0%	0.0%	0.0%