

# CTE Full Review

## PALO VERDE COLLEGE

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### ASSOCIATE OF SCIENCE IN ADMINISTRATION OF JUSTICE REPORTING FALL 2013 TO SPRING 2016

## 1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 01/2016

- a. Describe the purpose of program and its mission.

The purpose of the Administration of Justice program at Palo Verde College is to provide students with a direct transfer path to CSU schools with a four-year Criminal Justice program. This degree option is intended to serve transfer students exclusively.

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

There have been no changes in the program.

- c. How does the program support the College Mission?

The program supports the overall mission of the College by providing high quality programming for students bound for CSU schools. The program satisfies a unique goal by essentially providing a stacking credential for students interested in pursuing a bachelor’s degree.

## 2. POPULATION(S) SERVED

- a. Describe the populations served by the program, identifying special populations, if any.

Students interested in careers with a wide range of Law Enforcement agencies, such as the U.S. Border Patrol, Police Department, Sheriff’s Departments, Bureau

of Land Management, and this program serves the Department of Fish and Wildlife.

- b. Describe other populations that should be served by the program and identify plans for serving them in the future.

One of the challenges for this program is degree production. The program provides a clear pathway for transfer, and employment opportunities in the fields served by a bachelor's degree in Criminal Justice are growing.

### **3. ACCOMPLISHMENTS IN ACHIEVING GOALS**

- a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.

There were no goals set in the last CTE update for this program. However, there were two goals set for the CRJ program. Because this program's coursework overlaps, these goals apply to this program.

Conduct research on why students tend not to be pursuing degree and certificate programs in Criminal Justice and Administration of Justice.

The CRJ Instructor conducted research by interviewing the Criminal Justice Advisory Committee. Responses to the interview questions were analyzed to determine rationale for low degree production. The finding was that for the majority of Law Enforcement agencies, entry-level personnel are not required to have a degree. For example, Riverside County Sheriff's Department does require an AA degree for sergeants and a BA/BS degree for lieutenants, but deputies may be hired with a high school diploma or equivalency. While Riverside County Sheriff's Department does incentivize degree attainment and other skills, like bilingualism, those incentives have not to date influenced students' decision to complete a degree at PVCC. It is much more common for the workforce in this field to seek employment in entry-level positions and pursue coursework/degrees for professional advancement.

With that said, the Institutional Set Standard for job placement within the CRJ program is 46.32%. The program achieves 75% job placement. The majority of graduates are seeking and finding employment in the field, which speaks to the demand for this program and benefit of this program to students and the community.

Maintain contacts with the regional consortium to ensure PVC's curriculum is in step with industry trends.

The Criminal Justice Advisory Committee continues to meet, and the participation of the members of that group ensure that the Administration of Justice program remains in step with the industry. The Criminal Justice Advisory Committee met and reviewed the previous CTE Update on March 17, 2016.

- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

The number of students enrolled in CRJ coursework indicates a high level of interest in the field. It is unknown if there is a population of students or prospective students that is interested in the transfer degree. The CRJ Instructor would like to investigate promotional and advising practices to discover whether students are aware of this degree option and whether making prospective students aware would boost enrollment.

## **4. DEMAND FOR THE PROGRAM**

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

Demand for the CRJ program remains consistently high, but demand for the ADJ program is low. It is unknown why demand is low given the employment opportunities in the field. Labor market projections show growth not only in the field in general but within our service district in specific.

Geography: Riverside-San Bernardino-Ontario MSA

Counties: Riverside County, San Bernardino County

Occupations Matched by Top Code(s):

210500 Administration of Justice

210510 Corrections

210520 Probation and Parole

210540 Forensics, Evidence and Investigation

210550 Police Academy

## Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2010-2020 Employment	Annual Job Openings*
333012	Correctional Officers and Jailers	5,490	99
251111	Criminal Justice and Law Enforcement Teachers	210	4
333021	Detectives and Criminal Investigators	1,290	30
331011	First-line Supervisors/Managers of Correctional Officers	280	9
331012	First-Line Supervisors/Managers of Police and Detectives	320	11
19-4092	Forensic Science Technician	331	17
33-3051	Police and Sheriffs Patrol Officers	6,120	212
33-3021	Private Detectives and Investigators	1,290	30

## 5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. 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.

Staying current with the ever-changing demands of the Commission on Peace Officer Standards and Training (P.O.S.T.) continues to be a challenge. Issues arose over the past few years with offering our CRJ-165 course (832 PC). We offer this course once a year, during the Fall semester. P.O.S.T. has increased the requirements to the college for administering P.O.S.T. exams. Each segment, defensive tactics, and range qualifications and arrest exams are required to have a certified proctor. After a lengthy search for qualified proctors, training proctors, and certifying proctors, now the class has not been taught for some time. The program has lost certified proctors due to transfers out of the area and retirement, and it continues to be very difficult to retain qualified proctors for the exams. In addition, testing procedures have changed as technology has advanced and there have been costs associated with those changes, for example, the purchase of a new scanner to process exams.

- b. List and comment on the major strengths of the program.  
Students who graduate transfer directly into a CSU bachelor’s degree program and do not lose credits. This pathway is designed to improve time-to-degree and provide students with associated cost savings. Graduates would be immediately employable by a number of agencies that operate locally. If they were currently

employed in the field, students would be able to use completed coursework for professional advancement. The program is able to stay abreast of trends in industry and continue important community partnerships by maintaining a strong Criminal Justice Advisory Committee.

- c. List and comment on the major weaknesses of the program.

The program has yet to produce a graduate. The reasons behind this outcome are currently unknown. In addition, requirements set forth for P.O.S.T. testing continue to pose a challenge. Updates to the P.O.S.T. procedures are pending, which puts our response further out. Finding P.O.S.T. certified personnel is difficult, and when I do find them, I tend to lose them to retirement or transfers out of the area.

## 6. CURRICULUM HISTORY

- a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

In addition to the CSU Ge Breadth transfer curriculum, this AS-T major requires students to take:

CRJ-103: Criminal Law

CRJ-115: Introduction to Law Enforcement

In addition, students take two of the following three courses:

CRJ-104: Criminal Investigation

CRJ-120: Community Relations

CRJ-206: Legal Aspects of Evidence

The balance of the coursework for the major comes from Psychology, Sociology, and Mathematics. All courses in the ADJ AS-T have been offered successfully during this review period.

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

No changes are warranted at this time as all classes have been successfully offered.

## 7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

The Administration of Justice program offers online and face-to-face classes. Face-to-face classes are scheduled during the evening in order to maximize enrollment. This range of options is intended to provide a great deal of flexibility for students.

## 8. STUDENT LEARNING OUTCOMES (SLO)

### SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs that map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the percentage of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For Administration of Justice				
<b>PLO #1</b> <i>Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences and self-development in preparation for an occupation, and possible transfer to a four-year institution.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2013-2014	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students ACADEMIC YR 4
CRJ-104	74%	75%	77%	
CRJ-120	77%	78%	80%	
CRJ-135	No Data	No Data	No Data	
CRJ-206	78%	76%	72%	
Average % of Successful Students by Year	76%	76%	75%	

Average Percentage Program Learning Outcome #2 For Administration of Justice				
<b>PLO# 2</b> <i>Acquired theoretical knowledge and practical skills in law enforcement and corrections. Or: Student will demonstrate skill in advising suspects of their Miranda rights.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2013- 2014	% Successful students 2014-2015	% Successful Students 2015-2016	% Successful Students ACADEMIC YR 4
CRJ-104	85%	83%	86%	
CRJ-120	77%	75%	78%	
CRJ-135	No Data	No Data	No Data	
CRJ-206	75%	78%	76%	
Average % of Successful Students by Year	79%	79%	80%	

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes For Administration of Justice				
PROGRAM LEARNING OUTCOME	% Successful Students 2013- 2014	% Successful students 2014 - 2015	% Successful Students 2015-2016	% Successful Students ACADEMIC YR 4
PLO #1	76%	76%	75%	
PLO #2	79%	79%	80%	
Average % of Successful Students by Year	77.5%	77.5%	77.5%	

## SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
CRJ	<i>PLO#1 Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences and self-development in preparation for an occupation, and possible transfer to a four-year institution.</i>	CRJ-104, CRJ-120, CRJ-135, CRJ-206	None at present	None at present (assessment for CRJ 135 and CRJ 206 is pending)	All changes to curriculum and instructional methods conducted without additional resources	Projected increase in SLO achievement with increased emphasis on topics with lower SLO results	2015-2016 and ongoing
CRJ	<i>PLO# 2 Acquired theoretical knowledge and practical skills in law enforcement and corrections. Or: Student will</i>	CRJ-104, CRJ-120, CRJ-135, CRJ-206	None at present	None at present (assessment for CRJ 135 and CRJ 206 is pending)	All changes to curriculum and instructional methods conducted without	Projected increase in SLO achievement with increased emphasis on topics with	2015-2016 and ongoing

	<i>demonstrate skill in advising suspects of their Miranda rights.</i>				additional resources	lower SLO results	
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- a. List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs have not been performed.

CLO Status	Explanation
<b>CLOs mapped but not yet assessed</b> CRJ-135: Spanish for Emergency Personnel	Adjunct instructor failed to submit assessment data.

- b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.  
No modifications have been made within the past year.

- c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

Emphasis of topics with lower SLO results has been increased. For example, CRJ-115: Introduction to Law Enforcement - SLO #1: Critically analyze and discuss issues of crime and justice from varying perspectives. In Fall 2015 the coverage of this information was identified as a strength, i.e., 88% of students achieved the baseline. This result allows the instructor to shift some class time to enhance coverage of topics related to SLO#2: Explain the definitions of crime in order to target additional achievement in that area.

As another example, CRJ-103: Criminal Law - SLO #2: Explain and discuss criminal defenses, legal justifications, and burden. In Fall 2015, the assessment of SLOs identified coverage of this information as adequate based on the number of students achieving the baseline, i.e., 72%. Still, additional class activities and discussion related to legal justification and burden may enhance performance in the next assessment period.

- d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

The assessment of the data to date has not yielded any information. Additional data is required in order to assess trends.

- e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).



CRJ classes are offered face-to-face and online. Because there is often more attrition in online classes, CLO achievement in the online modality is lower.

## 9. COURSE CURRENCY

- a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

Course	Year Course Outline Approved
CRJ-103: Criminal Law	2013
CRJ-104: Criminal Investigation	2013
CRJ-115: Introduction to Law Enforcement	2013
CRJ-120: Community Relations	2013
CRJ-206: Legal Aspects of Evidence	2013

- b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.  
There are no plans to update curriculum prior to the next scheduled update.

## 10. PROGRAM AND COURSE COVERAGE

- a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
CRJ-103	X		
CRJ-104	X		
CRJ-115	X		
CRJ-120	X		
CRJ-206	X		

- b. Explain how effectively the program is served with the current coverage.  
The needs of the students enrolled in the program are met with current staff. Because classes are offered across modalities (face-to-face and online for CRJ classes; face-to-face, online, and via correspondence for CSU GE Breadth requirements), there is a great deal of flexibility in the program's scheduling and staffing.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.  
At present, there are no identified deficiencies.

## 11. PROFESSIONAL DEVELOPMENT

- a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student-learning outcomes.
- P.O.S.T. Workshop - Maintaining P.O.S.T. certification means students in the program have access to the most current P.O.S.T. content, which they will need in order to complete P.O.S.T. testing
  - American Psychological Association Membership - Membership in this organization makes sure to have up-to-date information related to Psychology and resources necessary to teach Psychology and Criminal Justice classes
  - National Association of Police Organizations Membership - Membership in this organization makes sure faculty are current with national trends in the field
- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.  
The Criminal Justice Instructor would like to participate in additional professional development in the form of more conferences and workshops. There are strong ties to the local Law Enforcement community, but as so many students are ultimately destined for transfer out of the area, it would be beneficial to make contacts with people out of the region as well as be updated on industry knowledge.

## 12. STUDENT SUCCESSFUL COMPLETION & RETENTION

*Note: The Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A, B, C, CR divided by A, B, C, D, F, CR, NC, W, MW, IP. **Retention** is defined as number of grades of A, B, C, D, F, CR, NC, MW, IP divided by A, B, C, D, F, CR, NC, W, MW, IP*

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding six (6) semesters and compare those rates with the Institutional Set standards.

ACADEMIC YEAR 2013-14					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			57%	57%	
CRJ-104			67%		67%
CRJ-115			45%	45%	
CRJ-120	23%				23%
CRJ-125			79%	79%	
CRJ-130	48%			48%	
CRJ-132			92%		92%
CRJ-135			100%		100%
CRJ-155			75%		75%
CRJ-206			50%		50%
MAT-106			73%	79%	67%
POS-145		55%	70%	61%	62%
PSY-101	54%	61%	51%	59%	53%
PSY-145		88%		85%	90%
SOC-101		63%	79%	69%	

ACADEMIC YEAR 2014-2015					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			73%	73%	
CRJ-104			70%		70%
CRJ-115			36%	36%	
CRJ-120	47%				47%
CRJ-125					
CRJ-130	14%			14%	
CRJ-132					
CRJ-135			71%	82%	60%
CRJ-155			63%		63%
CRJ-206			73%		73%
MAT-106		74%	87%	79%	85%
POS-145		78%	87%	71%	87%
PSY-101		56%	64%	68%	50%
PSY-145		93%			93%
SOC-101		54%	71%	62%	54%

ACADEMIC YEAR 2015-16					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			53%	53%	
CRJ-104			65%		65%
CRJ-115			41%	41%	
CRJ-120	54%				54%
CRJ-125			64%	64%	
CRJ-130	50%			50%	
CRJ-132					
CRJ-135					
CRJ-155			58%		58%
CRJ-206			87%		87%
MAT-106			94%		94%
POS-145		74%	50%	54%	80%
PSY-101		69%	76%	73%	70%
PSY-145					
SOC-101		79%	78%	76%	82%

Completion has remained consistently high in Criminal Justice classes offered face-to-face. Completion of face-to-face Criminal Justice classes is consistently higher than other General Education classes such as PSY-101. This is to be expected because many Criminal Justice students are motivated to complete classes in order to advance in their careers. Online completion is lower, reflecting poorer online completion across the institution. The percentages speak for themselves.

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding six (6) semesters.

ACADEMIC YEAR 2013-14					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			71%	71%	
CRJ-104			87%		87%
CRJ-115			86%	86%	
CRJ-120	62%				62%
CRJ-125			92%	92%	
CRJ-130	87%			87%	
CRJ-132			92%		92%
CRJ-135			100%		100%
CRJ-155			94%		94%
CRJ-206			93%		93%
MAT-106			88%	93%	83%
POS-145		68%	89%	78%	76%
PSY-101	85%	74%	81%	80%	76%
PSY-145		94%		92%	95%
SOC-101		80%	100%	88%	

ACADEMIC YEAR 2014-15					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			100%	100%	
CRJ-104			90%		90%
CRJ-115			84%	84%	
CRJ-120	87%				87%
CRJ-125					
CRJ-130	64%			64%	
CRJ-132					
CRJ-135			95%	91%	100%
CRJ-155			88%		88%
CRJ-206			93%		93%
MAT-106		89%	97%	93%	95%
POS-145		79%	100%	71%	93%

PSY-101		78%	88%	85%	79%
PSY-145		93%			93%
SOC-101		75%	79%	76%	76%

ACADEMIC YEAR 2015-16					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			89%	89%	
CRJ-104			82%		82%
CRJ-115			93%	93%	
CRJ-120	77%				77%
CRJ-125			100%	100%	
CRJ-130	86%			86%	
CRJ-132					
CRJ-135					
CRJ-155			100%		100%
CRJ-206			93%		93%
MAT-106			100%		100%
POS-145		83%	81%	74%	88%
PSY-101		88%	83%	90%	83%
PSY-145					
SOC-101		84%	100%	90%	84%

Course	Average retention rate over past 6 Fall and Spring semesters	Trends
CRJ-085	100%	This class, because of its nature, has consistently high retention.
CRJ-103	61%	This class' retention has remained relatively consistent. The 2014-2015 year was higher than the expected average.
CRJ-104	67%	This class' retention has remained relatively consistent.
CRJ-115	41%	This class' retention has remained relatively consistent.
CRJ-120	41%	The class has shown impressive increases in retention from a low of 23% in 2013-2014 to 47% and 54% the next two years. This class is only offered in the online modality.
CRJ-125	72%	This class was offered 2013-2014 and again 2015-2016. Because of the gap year, it is difficult to assess trends.
CRJ-130	37%	This class' retention has remained relatively consistent. The 2014-2015 year was lower than the expected average for a variety of personal situations with enrolled students.

CRJ-132	92%	The class has not been offered since 2013-2014.
CRJ-135	81%	Retention in this class fell from a high of 100% in 2013-2014 to 71% in 2014-2015. The class was not offered 2015-2016.
CRJ-155	65%	Retention in this class has fallen each of the past two academic years.
CRJ-206	70%	The retention rate in the 2013-2014 year was low. Over the last two academic years, the completion rate has been at least 73%

Retention in Criminal Justice classes is high, reflecting the interest and motivation those students have to see the semester through.

- c. Based on the number of annual awards over the preceding three (3) years, assess trends in the number of program certificates and degrees awarded.

Name of Award	2013-14	2014-15	2015-16
AST, Administration of Justice	-	-	-

While this program has not produced graduates, enrollment in coursework required by the degree remains relatively high.

### 13. ENROLLMENT TRENDS

*Note: The Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.*

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

ACADEMIC YEAR 2013-14					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			70	37	33
CRJ-103			14	14	
CRJ-104			15		15
CRJ-115			22	22	
CRJ-120	13				13
CRJ-125			24	24	
CRJ-130	23			23	
CRJ-132			12		12
CRJ-135			12		12
CRJ-155			16		16
CRJ-206			14		14
MAT-106			26	14	12
POS-145		38	27	36	29

PSY-101	26	70	57	87	66
PSY-145		33		13	20
SOC-101		30	19	49	

ACADEMIC YEAR 2014-15					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			44	22	22
CRJ-103			11	11	
CRJ-104			20		20
CRJ-115			25	25	
CRJ-120	15				15
CRJ-125					
CRJ-130	28			28	
CRJ-132					
CRJ-135			21	11	10
CRJ-155			16		16
CRJ-206			15		15
MAT-106		19	30	29	20
POS-145		68	15	38	45
PSY-101		89	77	88	78
PSY-145		14			14
SOC-101		56	14	29	41

ACADEMIC YEAR 2015-16					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			61	24	37
CRJ-103			19	19	
CRJ-104			17		17
CRJ-115			29	29	
CRJ-120	13				13
CRJ-125			14	14	
CRJ-130	22			22	
CRJ-132					
CRJ-135					
CRJ-155			12		12
CRJ-206			15		15
MAT-106			18		18
POS-145		69	16	35	50
PSY-101		98	42	70	70



PSY-145					
SOC-101		62	18	42	38

Enrollment within CRJ classes remains stable, even when the ADJ program has not produced graduates.

## 14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

The Administration of Justice program provides a pathway for transfer into a CSU bachelor’s degree in Criminal Justice. Labor Department data show that this is a growth field.

Outreach is being done to extend the knowledge of the community and maintain relationships between the college and local Law Enforcement agencies. CRJ-085 has been established in order to give high school students some insight into the field and generate interest among prospective students, potentially capturing enrollment. The Criminal Justice Advisory Committee continues to play an active role in the oversight of the program by reviewing documents and keeping the Criminal Justice Instructor informed of local needs.

The Administration of Justice program achieves its stated program outcomes consistently. PLO #1 has averaged above 75% over the last three evaluation years and PLO #2 has averaged above 79% over the last three evaluation years. Classes within the Administration of Justice program also maintain consistently high enrollment, demonstrating continued community interest and need.

The depth and breadth of the Law Enforcement experience of the faculty member teaching the program provides students with a unique experience.

## 15. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

The Administration of Justice program remains one of the leanest programs on campus. The program does not require capital outlay, and it is able to operate with one full-time and three part-time faculty members. Actual program expenditures over the last five years did not exceed budgeted expenditures.

The program is fiscally viable, staying within its budget. There are no expenditures for supplies or equipment because the program's coursework overlaps the CRJ program. Because enrollment in the CRJ program remains steady, the ADJ program has no additional costs to the institution.

Year	2011-2012
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	Budgeted	Actual	Difference	Variation
Regular Salaries	\$25,746.00	\$35,108.16	-\$9,362.16	36.4%
Regular Benefits	\$609.00	\$4,146.08	-\$3,537.08	580.8%
Copying	\$100.00	\$6.25	\$93.75	-93.8%
Conference	\$600.00	\$0.00	\$600.00	-100.0%
Supplies	\$200.00	\$149.69	\$50.31	-25.2%
Mileage	\$175.00	\$0.00	\$175.00	-100.0%

Year	2012-2013
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	Budgeted	Actual	Difference	Variation
Regular Salaries	\$56,297.00	\$76,697.25	-\$20,400.25	36.2%
Regular Benefits	\$16,418.00	\$18,210.58	-\$1,792.58	10.9%
Copying	\$0.00	\$0.00	\$0.00	100.0%
Conference	\$600.00	\$715.38	-\$115.38	19.2%
Supplies	\$150.00	\$39.54	\$110.46	-73.6%
Mileage	\$0.00	\$306.91	-\$306.91	100.0%

Year	2013-2014
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	Budgeted	Actual	Difference	Variation
Regular Salaries	\$57,536.00	\$46,942.32	\$10,593.68	-18.4%
Regular Benefits	\$19,534.00	\$13,250.91	\$6,283.09	-32.2%
Overload Salaries	\$0.00	\$8,100.00	-\$8,100.00	100.0%
Overload Benefits	\$0.00	\$915.45	-\$915.45	100.0%
Conference	\$600.00	-\$357.38	\$957.38	-159.6%
Supplies	\$0.00	\$0.00	\$0.00	100.0%

Year	2014-2015
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	Budgeted	Actual	Difference	Variation
Regular Salaries	\$36,861.00	\$43,842.33	-\$6,981.33	18.9%
Regular Benefits	\$10,615.00	\$12,212.31	-\$1,597.31	15.0%
Overload Salaries	\$0.00	\$12,420.00	-\$12,420.00	100.0%
Overload Benefits	\$0.00	\$1,504.44	-\$1,504.44	100.0%

Year	2015-2016
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	Budgeted	Actual	Difference	Variation
Regular Salaries	\$40,850.00	\$45,412.52	-\$4,562.52	11.2%
Regular Benefits	\$12,176.00	\$17,885.24	-\$5,709.24	46.9%
Overload Salaries	\$10,000.00	\$6,480.00	\$3,520.00	-35.2%
Overload Benefits	\$1,402.00	\$910.78	\$491.22	-35.0%
Copying	\$0.00	\$44.85	-\$44.85	100.0%
Supplies	\$200.00	\$0.00	\$200.00	-100.0%

## 16. REVENUE AND EXPENSES

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

Year	Division	Term	FTES	Rate	Revenue
2014	CRJ	2014FA	12.87	\$4,636.00	\$59,649.86
2014	CRJ	2015SP	13.47	\$4,636.00	\$62,431.46
2015	CRJ	2015FA	14.60	\$4,636.00	\$67,685.60
2015	CRJ	2016SP	15.57	\$4,636.00	\$72,167.06

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

Year	2014-2015
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	Expenses
Regular Salaries	\$43,842.33
Regular Benefits	\$12,212.31
Overload Salaries	\$12,420.00
Overload Benefits	\$1,504.44

Year	2015-2016
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	Expenses
Regular Salaries	\$45,412.52
Regular Benefits	\$17,885.24
Overload Salaries	\$6,480.00
Overload Benefits	\$910.78
Copying	\$44.85
Supplies	\$10.00

- c. State the dollar value of in-kind contributions of time and/or resources during 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.

## 17. FACILITIES AND EQUIPMENT

- a. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.
- In the coming budget cycle, the program needs resources allocated for both a trauma kit and the use of computers in order for students to complete P.O.S.T. testing. The current facilities are adequate to support the program.
- b. Describe plans for future changes in facilities or equipment that would better support the program.
- The P.O.S.T. requirements are in the process of being updated. The last P.O.S.T. testing procedure update required the college to purchase a new scanner. The coming update may include some additional technology updates, but those changes are still pending.

## 18. TWO YEAR PLAN

- a. 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.

This program serves a growing industry as projected by labor market data. The enrollment in Criminal Justice classes is projected to grow parallel to employment opportunity. However, degree production is projected to remain low, particularly for the ADJ degree. Course demand is not anticipated to change enough to warrant hiring additional staff. Identifying, certifying, and keeping P.O.S.T. proctors is anticipated to be an ongoing challenge.

Goal: The number of students enrolled in CRJ coursework indicates a high level of interest in the field. PVC does not have a mechanism to evaluate whether current or prospective students are interested in pursuing Criminal Justice past the CRJ degree and would therefore benefit from the ADJ transfer degree. Promotional and advising practices have historically had a substantive effect on program enrollment and degree production. The CRJ Instructor plans to investigate promotional and advising practices in order to ascertain opportunities for developing interest in the transfer degree and enhancing degree production.

- b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

<b>PVC Strategic Planning Objective</b>	<b>ADJ Program Alignment</b>
Objective 1.1 Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.	The program maintains the Criminal Justice Advisory Committee, made up of local Law Enforcement officers. The Committee provides valuable input for curriculum changes and program direction. New Program Goal targets community need by assessing awareness.
Objective 1.2 To meet student needs and FTES targets, assess the need for course offerings taking into consideration multiple modalities of instruction including face-face, online and correspondence.	The CRJ Instructor is continually evaluating community need and resource availability to provide students with the best experience, e.g., the development of CRJ-164 to give the experience of CRJ-165, but the class is more cost effective. New Program Goal explores potential for additional enrollment.