

# Full Review

PALO VERDE COLLEGE

---

## Administration of Justice Non-CTE REPORTING FALL 2020/21 - 2023/24

### 1. PURPOSE OF THE PROGRAM

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

PVC Mission Statement 12/2019

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

The goal of the Administration of Justice program is to teach the basic principles of the discipline to a diverse group of students, engaging equitably to enhance their learning experience, quality of life, and achievement of educational/vocational goals.

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

The program supports the college's mission by reaching a diversity of students, offering them an education that can help them transfer to university programs and engage in a key local industry.

### 2. POPULATION(S) SERVED

- a. Describe the populations served by the program, identifying special populations, if any.<sup>1</sup>

The Administration of Justice program serves a population that is demographically unique compared to the larger campus community. Notably the program serves a larger Latino/Hispanic student body. A major demographic served by the program is students who are 19 years or younger who make up to 65 percent of the classes associated with the program. This high concentration of younger students can be compared to the overall demographics which lie around 10% of the student body. A third demographic finding is across Gender, where women-identified students make up to ~70% of the CRJ classes compared to about 10-15% of the general student body.

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

The Administration of Justice program serves a unique student population and it's tendency toward more racial, age, gender parity aligns with equity goals. As with the college at large, the program should continue working toward ever-closer parity between groups and continue to shrink marginalization. The Program will participate in local Professional development opportunities to serve

---

<sup>1</sup> Please see Table 1, Table 2, Table 3

PRC Approved: 03/25/21

BOT Approved: 05.11.21

marginalized students in more intentional ways.

### 3. ACCOMPLISHMENTS IN ACHIEVING GOALS

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

*Goal 1: Research alternative methods of finding and retaining Peace Officer Standards and Training (POST) qualified personnel within the local community.*

The CRJ Program Director conducted research by soliciting recommendations from the Criminal Justice Advisory Committee. The Committee did not provide any additional avenues to explore, as local and regional agencies have limited access to POST-qualified applicants. Similarly, the number of graduates (obtaining awards) has been no more than three per year, totaling 16 students.<sup>2</sup> A general lack of interest or qualified personnel may be related both to identifying POST-qualified personnel and student interest/enrollment in the program.

*Goal 2: Research additional courses that would be useful to local and regional agencies in promoting working Law Enforcement and Corrections officers, potentially developing a curriculum to meet that need.*

Identifying potential classes for a new curriculum is affected by low enrollment in CRJ courses. While industry and/or curriculum needs may be identified, they are infrequent and would not be sufficient to fill classes. Instructors may need to work with the office / Dean of Instruction to identify enrollment strategies to determine the ability for courses to be offered frequently enough to fulfill local demand while maintaining appropriate enrollment numbers to fill courses.

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

While not modified significantly during the current review cycle, the goals for future cycles will need to account for the transferability of courses and new regulations prioritizing transfer programs. Low, infrequent enrollment in the ADJ program puts a unique strain on the program and its ability to offer/fill enough classes to transfer to four-year institutions.

### 4. STRENGTHS, WEAKNESSES & NEW GOALS

- a. List and comment on the major strengths of the program.

The strengths of the program include the program's ability to provide:

The ADJ program can serve as a low-risk introduction to law enforcement, allowing students to decide if they are interested in pursuing a career in law enforcement. With the overlap of the curriculum with the Criminal Justice CTE program, students may be able to identify and follow a

---

<sup>2</sup> See Table 4, Administration of Justice Full Review 2020  
PRC Approved: 03/25/21  
BOT Approved: 05.11.21

career path or transfer pathway. Prior reviews of the program have noted the strength of the program's transferability; however, this may need to be reassessed as new state requirements are introduced, limiting the program's desirability compared to other transfer programs offered on Palo Verde College's campus. Additionally, prior reviews have noted the quality of instruction from educators who have many years of experience in education and law enforcement. However, there is no longer a full-time instructor monitoring the program, nor a primary contact with local law enforcement to help maintain programming and explore additional opportunities.

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

The program faces several of the same weaknesses that have been noted in prior reviews, and a few additional weaknesses due to shifting state regulations and loss of key program personnel, and enrollment trends.

Prior reviews have noted staffing issues, particularly around recruiting and retaining qualified part-time faculty due to specific State standards and policies. The staffing trouble has expanded since the full-time faculty member monitoring the program has retired. The retirement has left the program without a monitor to steer curriculum, scheduling, relationships with local industry leaders, and the CTE advisory committee. These issues are particularly pressing now that the State is moving toward new Pathway-centered goals and focusing on Transfer programs.

Enrollment has tended to be the highest in the core, transferable CRJ course. However, the course has often been taken outside of CRJ/ADJ as a program of study. Few students pursue the program of study with the intent to transfer to a four-year program. As Palo Verde College and the state move toward IGETC-certified programs, the CRJ courses currently do not comply to the updated requirements and may therefore exacerbate the enrollment trouble.

- c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

**Goal 1: Determine the viability of ADJ/Criminal Justice Programming in relation to Palo Verde College's Comprehensive Educational Plan.**

With the transition to a transfer-program focus model and new state requirements, the discipline's viability needs to be assessed. Items of import include local industry/CTE/ community need for the program, enrollment in classes, and the necessity of offering core courses when other classes in the Division can satisfy transfer requirements.

Action plan: As a comprehensive education plan takes shape, the office of instruction can coordinate with the Academic Senate, counseling, and faculty leads to determine the need of the program.

Timeline: Spring 2026 through Fall 2028

Measure of success: Ability to make a research-based consensus determination around the program using joint governance and including input from multiple constituencies to include but not limited to: community members, industry-related leaders and employers, faculty, staff and administration.

**Goal 2: Research alternative methods of finding and retaining POST-qualified personnel within the local community. Special emphasis on finding a full-time or otherwise**

**qualified monitor of the Criminal Justice program.**

Action plan: Pending confirmation of the viability of the program overall, a full-time or otherwise qualified person should be hired. Once the program is included in the broader comprehensive plan for the college, a search will need to be conducted. Simultaneously or soon after a local advisory team should be created and consulted so that the partnerships that PVC has with local industry leaders can be retained and expanded.

Timeline: Fall 2025 through Spring 2027

Measure of success: Successful retention of full-time faculty members and the local advisory committee.

- d. 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.

**Goal 1: Determine the viability of ADJ/Criminal Justice Programming in relation to Palo Verde College's Comprehensive Educational plan.**

The focus on how the ADJ/Criminal Justice program fits within the College's Comprehensive educational plan aligns closely with the broad goals and principles of Vision 2030. The areas that closely align are the program's ability to minimize the units it takes to transfer, as well as the program's ability to equitably offer enough courses for students to graduate in a reasonable time. If the program is unable to offer enough courses for transfer due to personnel concerns as well as interest from local students and needs from local industry, then we might not be able to successfully guide students through a transferable pathway. Therefore, our ability to determine the viability of the program within the framework of the Comprehensive Education Plan is essential in determining if the program can fulfill the mission of Vision 2030.

**Goal 2: Research alternative methods of finding and retaining POST-qualified personnel within the local community. Special emphasis on finding full-time or otherwise qualified monitors of the Criminal Justice program.**

Similar to the concerns expressed in Goal 1, our need to identify qualified personnel and maintain relationships with local industry are necessary for the program to be able to offer a transfer degree within a reasonable timeframe while minimizing the units students take to graduate.

## **5. 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.

**CRJ: Successful Section Offerings**

|         | 2020FA | 2021SP | 2021FA | 2022SP | 2022FA | 2023SP | 2023FA | 2024SP |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|
| CRJ-085 | X      | X      | X      |        | X      | X      | X      | X      |
| CRJ-103 | X      |        | X      |        | X      |        | X      |        |
| CRJ-104 |        | X      |        | X      |        | X      |        | X      |
| CRJ-115 | X      |        | X      |        | X      |        | X      |        |
| CRJ-120 |        | X      |        | X      |        | X      |        | X      |
| CRJ-125 | X      |        | X      |        | X      |        | X      |        |
| CRJ-130 | X      |        | X      |        | X      |        | X      |        |
| CRJ-155 |        | X      |        | X      |        | X      |        | X      |
| CRJ-206 |        | X      |        | X      |        | X      |        | X      |
| PSY-101 | X      | X      | X      | X      | X      | X      | X      | X      |
| PSY-210 |        | X      | X      | X      |        | X      |        | X      |
| PSY-220 | X      | X      | X      | X      | X      | X      | X      | X      |
| SPA-101 | X      | X      | X      | X      | X      | X      | X      | X      |

- 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.

All CRJ Program courses were successfully offered during this review cycle.

## 6. COURSE SCHEDULING & AVAILABILITY

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

General Education courses are offered in multiple modalities (face-to-face, online, and correspondence). Program-specific courses are offered face-to-face at times that best suit student need, e.g., evenings to support in-service law enforcement officers, and weekends in some cases to accommodate range availability and available daylight required for range time. Limited program-specific coursework is offered online, also to accommodate demand.

## 7. STUDENT LEARNING OUTCOMES (SLO)

### SLO QUANTITATIVE DATA

Overall, the PLO data indicate that the ADJ program has successfully helped students meet program expectations. Students averaged above 80% success during the years reviewed, higher than the institutional stretch goals. Most of the CRJ courses are offered in only the Face-to-Face modality, when they were offered in the Online modality, success rates were similar. Given the results of the PLOs, there are no necessary adjustments to the curriculum in the ADJ program.

**PSLO: 1. Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences and self-develop**

**Section Attribute: Face-to-face**

|                         | Meets expectations |        | Does not meet expectation |        |
|-------------------------|--------------------|--------|---------------------------|--------|
| 2020-21 Fall (2020FA)   | 6                  | 85.71% | 1                         | 14.29% |
| 2020-21 Spring (2021SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2020-21 Summer (2021SU) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2021-22 Fall (2021FA)   | 7                  | 77.78% | 2                         | 22.22% |
| 2021-22 Spring (2022SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2022-23 Fall (2022FA)   | 9                  | 75.00% | 3                         | 25.00% |
| 2022-23 Spring (2023SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2023-24 Fall (2023FA)   | 0                  | 0.00%  | 0                         | 0.00%  |
| 2023-24 Spring (2024SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2024-25 Fall (2024FA)   | 0                  | 0.00%  | 0                         | 0.00%  |
| Overall                 | 22                 | 78.57% | 6                         | 21.43% |

**Overall, by Term for PSLO: 1. Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-develop**

|                         | Meets expectations |        | Does not meet expectation |        |
|-------------------------|--------------------|--------|---------------------------|--------|
| 2020-21 Fall (2020FA)   | 6                  | 85.71% | 1                         | 14.29% |
| 2020-21 Spring (2021SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2020-21 Summer (2021SU) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2021-22 Fall (2021FA)   | 7                  | 77.78% | 2                         | 22.22% |
| 2021-22 Spring (2022SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2022-23 Fall (2022FA)   | 9                  | 75.00% | 3                         | 25.00% |
| 2022-23 Spring (2023SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2023-24 Fall (2023FA)   | 0                  | 0.00%  | 0                         | 0.00%  |
| 2023-24 Spring (2024SP) | 0                  | 0.00%  | 0                         | 0.00%  |
| 2024-25 Fall (2024FA)   | 0                  | 0.00%  | 0                         | 0.00%  |

**PSLO: 2. Acquired theoretical knowledge and practical skills in law enforcement and corrections**

**Section Attribute: Face-to-face**

|                         | Meets expectations |         | Does not meet expectation |        |
|-------------------------|--------------------|---------|---------------------------|--------|
| 2020-21 Fall (2020FA)   | 28                 | 75.68%  | 9                         | 24.32% |
| 2020-21 Spring (2021SP) | 34                 | 100.00% | 0                         | 0.00%  |
| 2020-21 Summer (2021SU) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2021-22 Fall (2021FA)   | 49                 | 87.50%  | 7                         | 12.50% |
| 2021-22 Spring (2022SP) | 65                 | 97.01%  | 2                         | 2.99%  |
| 2022-23 Fall (2022FA)   | 51                 | 87.93%  | 7                         | 12.07% |
| 2022-23 Spring (2023SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Fall (2023FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Spring (2024SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2024-25 Fall (2024FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| Overall                 | 227                | 90.08%  | 25                        | 9.92%  |

**Section Attribute: Online**

|                         | Meets expectations |         | Does not meet expectation |        |
|-------------------------|--------------------|---------|---------------------------|--------|
| 2020-21 Fall (2020FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2020-21 Spring (2021SP) | 47                 | 100.00% | 0                         | 0.00%  |
| 2020-21 Summer (2021SU) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2021-22 Fall (2021FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2021-22 Spring (2022SP) | 27                 | 84.38%  | 5                         | 15.62% |
| 2022-23 Fall (2022FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2022-23 Spring (2023SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Fall (2023FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Spring (2024SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2024-25 Fall (2024FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| Overall                 | 74                 | 93.67%  | 5                         | 6.33%  |

**Overall, by Term for PSLO: 2. Acquired theoretical knowledge and practical skills in law enforcement and corrections.**

|                         | Meets expectations |         | Does not meet expectation |        |
|-------------------------|--------------------|---------|---------------------------|--------|
| 2020-21 Fall (2020FA)   | 28                 | 75.68%  | 9                         | 24.32% |
| 2020-21 Spring (2021SP) | 81                 | 100.00% | 0                         | 0.00%  |
| 2020-21 Summer (2021SU) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2021-22 Fall (2021FA)   | 49                 | 87.50%  | 7                         | 12.50% |
| 2021-22 Spring (2022SP) | 92                 | 92.93%  | 7                         | 7.07%  |
| 2022-23 Fall (2022FA)   | 51                 | 87.93%  | 7                         | 12.07% |
| 2022-23 Spring (2023SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Fall (2023FA)   | 0                  | 0.00%   | 0                         | 0.00%  |
| 2023-24 Spring (2024SP) | 0                  | 0.00%   | 0                         | 0.00%  |
| 2024-25 Fall (2024FA)   | 0                  | 0.00%   | 0                         | 0.00%  |

**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<br>For PROGRAM NAME |                                 |                                 |                                 |                                 |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| PROGRAM LEARNING OUTCOME   | % Successful Students 2020-2021 | % Successful Students 2021-2022 | % Successful Students 2022-2023 | % Successful Students 2023-2024 |
| PLO #1   | 85%                             | 77%                             | 75%                             | N/A                             |
| PLO #2   | 87.8%                           | 90.2%                           | 87.9%                           | N/A                             |
| <b>Average % of Successful Students by Year</b>                          | <b>86.4%</b>                    | <b>83.6%</b>                    | <b>81.5%</b>                    | <b>N/A</b>                      |



## 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/ADJ      | PLO #1           | CRJ-103   | None at present | None at present | N/A                              | N/A     | Fall 2020-Spring 2024               |
| CRJ/ADJ      | PLO #2           | CRJ-103,<br>CRJ-104,<br>CRJ-115,<br>CRJ-120,<br>CRJ-206 | None at present | None at present | N/A                              | N/A     | Fall 2020-Spring 2024               |

- a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

N/A

- 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.

There have been no changes since the last review cycle.

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

There have been no improvements made during this cycle. During the previous review cycle, the Program Director initiated several changes, including making additional readings and course resources available and providing early intervention to struggling students. These improvements appeared to have helped outcomes overall.

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

As with any formal assessment process, awareness of benchmarks and targets improves practice. However, trend analysis linking program SLO assessment to degree production is challenging given the small number of certificates and degrees produced by the program.

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

Some CRJ courses are offered online and face-to-face and some are offered exclusively face-to-face given the nature of the material. General Education courses applicable to this program are offered face-to-face, online, and via correspondence. CRJ courses have been highly successful in both Online and Face-to-Face modalities.

## 8. 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  | Date of review/approval |
|---------|-------------------------|
| CRJ-085 | 11/14/2024              |
| CRJ-103 | 10/13/2022              |
| CRJ-104 | 10/13/2022              |
| CRJ-115 | 10/13/2022              |
| CRJ-120 | 10/13/2022              |
| CRJ-125 | 05/13/2021              |
| CRJ-130 | 03/21/2024              |
| CRJ-155 | 10/13/2022              |
| CRJ-164 | 10/13/2022              |
| CRJ-165 | 10/13/2022              |
| CRJ-206 | 10/13/2022              |
| CRJ-220 | 05/13/2021              |

- 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.

All courses have been successfully updated since the prior cycle's program review.

## 9. 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-085 |                |              | x                          |
| CRJ-103 | x              |              |                            |
| CRJ-104 | x              |              |                            |
| CRJ-115 | x              |              |                            |
| CRJ-120 | x              |              |                            |
| CRJ-125 |                | x            |                            |
| CRJ-130 | x              |              |                            |
| CRJ-155 |                | x            |                            |
| CRJ-206 | x              |              |                            |
| PSY-101 |                |              | x                          |
| PSY-210 |                |              | x                          |
| PSY-220 |                |              | x                          |
| SPA-101 |                |              | x                          |

- b. Explain how effectively the program is served with the current coverage.

The program makes use of qualified and experienced part-time faculty who serve local law enforcement agencies. The only challenge noted earlier in this report and in the previous update report is finding and retaining Peace Officer Standards and Training (POST) certified instructors and proctors as required. While that need is currently met, it is likely to be an ongoing challenge in the coming review cycles.

- c. Describe plans to correct deficiencies, if any, in course and program coverage.

No plans at the present time.

## 10. 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.

The prior CRJ Program Director and full-time faculty member retired during the evaluation cycle. Previously, and up to retirement, the CRJ Program Director participated in Peace Officer Standards and Training (POST) update training to remain certified. Part-time faculty teaching in the CRJ program, who are all in-service law enforcement officers, participate in ongoing professional development as part of their professional responsibilities. Ongoing professional development by both part- and full-time faculty helps students by providing them with the most current information available and familiarizing them with current in-field practices.

- b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

There are no unmet professional development needs to report.

## **11. STUDENT SUCCESSFUL COMPLETION & RETENTION**

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

While retention is consistently high, with only one class one semester dipping below the ISS, completion is low. Because so many factors contribute to completion, it is difficult to determine a means of improving these values. The Program Director has initiated a number of changes that are intended to target completion, including making additional readings and course resources available and providing early intervention to struggling students. These measures have shown limited success.

**The Current Institutional Set Standard is: 70%**

|     |      |
|-----|------|
| CRJ | 2020 |
|-----|------|

| Completion           |         |         |
|----------------------|---------|---------|
|                      | 2020 FA | 2021 SP |
| CRJ-085              | 100%    | 100%    |
| CRJ-103              | 50%     | -       |
| CRJ-104              | -       | 91.7%   |
| CRJ-115              | 56.3%   | -       |
| CRJ-120              | -       | 88%     |
| CRJ-125              | 66.7%   | -       |
| CRJ-130              | 54.2%   | -       |
| CRJ-155              | -       | 90%     |
| CRJ-164              | -       | -       |
| CRJ-165              | -       | 33.3%   |
| CRJ-206              | -       | 85.7%   |
| CRJ-220 <sup>3</sup> | -       | 66.7    |
| PSY-101              | 79.4%   | 87.2%   |
| PSY-210              | -       | 91.3%   |
| PSY-220              | 97.7%   | 91.5%   |
| SPA-101              | 80.6%   | 94.6%   |

|     |      |
|-----|------|
| CRJ | 2020 |
|-----|------|

| Completion |       |       |        |
|------------|-------|-------|--------|
|            | Corr. | F2F   | Online |
| CRJ-085    | -     | 100%  | -      |
| CRJ-103    | -     | 50%   | -      |
| CRJ-104    | -     | 91.7% | -      |
| CRJ-115    | -     | 56.3% | -      |
| CRJ-120    | -     | -     | 88%    |
| CRJ-125    | -     | 66.7% | -      |
| CRJ-130    | -     | -     | 54.2%  |
| CRJ-155    | -     | 90%   | -      |
| CRJ-164    | -     | -     | -      |
| CRJ-165    | -     | 33.3% | -      |
| CRJ-206    | -     | 85.7% | -      |
| CRJ-220    | -     | -     | 66.7   |
| PSY-101    | 84.5% | 92.9% | -      |
| PSY-210    | 91.3% | -     | -      |
| PSY-220    | 95%   | -     | -      |
| SPA-101    | 97.4% | -     | 57.8%  |

|     |      |
|-----|------|
| CRJ | 2021 |
|-----|------|

| Completion |         |         |
|------------|---------|---------|
|            | 2021 FA | 2022 SP |
| CRJ-085    | 100%    | 100%    |
| CRJ-103    | 77.8%   | -       |
| CRJ-104    | -       | 87.5%   |
| CRJ-115    | 82.6%   | -       |
| CRJ-120    | -       | 65%     |
| CRJ-125    | 90%     | -       |
| CRJ-130    | 78.9%   | -       |
| CRJ-155    | -       | 90.9%   |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | -       |
| CRJ-206    | -       | 100%    |
| CRJ-220    | -       | 80%     |
| PSY-101    | 83.6%   | 87.3%   |
| PSY-210    | 78      | 95.6%   |
| PSY-220    | 81%     | 73%     |
| SPA-101    | 78.6%   | 88.3%   |

|     |      |
|-----|------|
| CRJ | 2021 |
|-----|------|

| Completion |       |       |        |
|------------|-------|-------|--------|
|            | Corr. | F2F   | Online |
| CRJ-085    | -     | 100%  | -      |
| CRJ-103    | -     | 77.8% | -      |
| CRJ-104    | -     | 87.5% | -      |
| CRJ-115    | -     | 82.6% | -      |
| CRJ-120    | -     | -     | 65%    |
| CRJ-125    | -     | 90%   | -      |
| CRJ-130    | -     | -     | 78.9%  |
| CRJ-155    | -     | 90.9% | -      |
| CRJ-164    | -     | -     | -      |
| CRJ-165    | -     | -     | -      |
| CRJ-206    | -     | 100%  | -      |
| CRJ-220    | -     | -     | 80%    |
| PSY-101    | 83.6% | 88%   | -      |
| PSY-210    | 93.2% | -     | -      |
| PSY-220    | 77%   | -     | -      |
| SPA-101    | 83%   | -     | 80.8%  |

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Completion |  |  |
|------------|--|--|
|------------|--|--|

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Completion |  |  |  |
|------------|--|--|--|
|------------|--|--|--|

<sup>3</sup> CRJ 220 offered During Summer  
Administration of Justice Full Review 2020  
PRC Approved: 03/25/21  
BOT Approved: 05.11.21

|         | 2022 FA | 2023 SP |
|---------|---------|---------|
| CRJ-085 | 100%    | 100%    |
| CRJ-103 | 100%    | -       |
| CRJ-104 | -       | 87%     |
| CRJ-115 | 94.4%   | -       |
| CRJ-120 | -       | 83.3%   |
| CRJ-125 | 66.7%   | -       |
| CRJ-130 | 66.7%   | -       |
| CRJ-155 | -       | 90.9%   |
| CRJ-164 | -       | -       |
| CRJ-165 | -       | -       |
| CRJ-206 | -       | 93.3%   |
| CRJ-220 | -       | -       |
| PSY-101 | 76%     | 74%     |
| PSY-210 | -       | 94.5%   |
| PSY-220 | 92%     | 94.9%   |
| SPA-101 | 91.5%   | 82.6%   |

|         | Corr. | F2F   | Online |
|---------|-------|-------|--------|
| CRJ-085 | -     | 100%  | -      |
| CRJ-103 | -     | 100%  | -      |
| CRJ-104 | -     | 87%   | -      |
| CRJ-115 | -     | 94.4% | -      |
| CRJ-120 | -     | -     | 83.3%  |
| CRJ-125 | -     | 66.7% | -      |
| CRJ-130 | -     | -     | 66.7%  |
| CRJ-155 | -     | 90.9% | -      |
| CRJ-164 | -     | -     | -      |
| CRJ-165 | -     | -     | -      |
| CRJ-206 | -     | 93.3% | -      |
| CRJ-220 | -     | -     | -      |
| PSY-101 | 73%   | 79%   | -      |
| PSY-210 | 92.6% | -     | 100%   |
| PSY-220 | 93.3% | -     | -      |
| SPA-101 | 87.6% | -     | 97.3%  |

|     |      |
|-----|------|
| CRJ | 2023 |
|-----|------|

| Completion |         |         |
|------------|---------|---------|
|            | 2023 FA | 2024 SP |
| CRJ-085    | 100%    | 100%    |
| CRJ-103    | 81.8%   | -       |
| CRJ-104    | -       | -       |
| CRJ-115    | 70%     | -       |
| CRJ-120    | -       | 78.9%   |
| CRJ-125    | 73.3%   | -       |
| CRJ-130    | 80%     | -       |
| CRJ-155    | -       | 88.9%   |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | -       |
| CRJ-206    | -       | 85.7%   |
| CRJ-220    | -       | -       |
| PSY-101    | 74%     | 90%     |
| PSY-210    | -       | 89.4%   |
| PSY-220    | 89.9%   | 93.4%   |
| SPA-101    | 86.1%   | 60%     |

|     |      |
|-----|------|
| CRJ | 2023 |
|-----|------|

| Completion |       |       |        |
|------------|-------|-------|--------|
|            | Corr. | F2F   | Online |
| CRJ-085    | -     | 100%  | -      |
| CRJ-103    | -     | 81.8% | -      |
| CRJ-104    | -     | -     | -      |
| CRJ-115    | -     | 70%   | -      |
| CRJ-120    | -     | -     | 78.9%  |
| CRJ-125    | -     | 73.3% | -      |
| CRJ-130    | -     | -     | 80%    |
| CRJ-155    | -     | 88.9% | -      |
| CRJ-164    | -     | -     | -      |
| CRJ-165    | -     | -     | -      |
| CRJ-206    | -     | 85.7% | -      |
| CRJ-220    | -     | -     | -      |
| PSY-101    | 81%   | 85%   | -      |
| PSY-210    | 85.8% | -     | 100%   |
| PSY-220    | 91.6% | -     | -      |
| SPA-101    | 86.5% | 65%   | 90.3%  |

|     |      |
|-----|------|
| CRJ | 2020 |
|-----|------|

| Retention |         |         |
|-----------|---------|---------|
|           | 2020 FA | 2021 SP |
| CRJ-085   | 100%    | 100%    |
| CRJ-103   | 77.8%   | -       |
| CRJ-104   | -       | 91.7%   |
| CRJ-115   | 81.3%   | -       |
| CRJ-120   | -       | 96%     |

|     |      |
|-----|------|
| CRJ | 2020 |
|-----|------|

| Retention |       |       |        |
|-----------|-------|-------|--------|
|           | Corr. | F2F   | Online |
| CRJ-085   | -     | 100%  | -      |
| CRJ-103   | -     | 77.8% | -      |
| CRJ-104   | -     | 91.7% | -      |
| CRJ-115   | -     | 81.3% | -      |
| CRJ-120   | -     | -     | 96%    |

|         |       |       |
|---------|-------|-------|
| CRJ-125 | 93.3% | -     |
| CRJ-130 | 95.8% | -     |
| CRJ-155 | -     | 100%  |
| CRJ-164 | -     | -     |
| CRJ-165 | -     | 66.7% |
| CRJ-206 | -     | 85.7% |
| CRJ-220 | -     | 88.9% |
| PSY-101 | 95%   | 92%   |
| PSY-210 | -     | 95.7% |
| PSY-220 | 97.7% | 91.5% |
| SPA-101 | 97.8% | 94.6% |

|         |       |       |       |
|---------|-------|-------|-------|
| CRJ-125 | -     | 93.3% | -     |
| CRJ-130 | -     | -     | 95.8% |
| CRJ-155 | -     | 100%  | -     |
| CRJ-164 | -     | -     | -     |
| CRJ-165 | -     | 66.7% | -     |
| CRJ-206 | -     | 85.7% | -     |
| CRJ-220 | -     | -     | 88.9% |
| PSY-101 | 91%   | 97%   | -     |
| PSY-210 | 95.7% | -     | -     |
| PSY-220 | 95%   | -     | -     |
| SPA-101 | 97.4% | -     | 88.9% |

|     |      |
|-----|------|
| CRJ | 2021 |
|-----|------|

| Retention |         |         |
|-----------|---------|---------|
|           | 2021 FA | 2022 SP |
| CRJ-085   | 100%    | 100%    |
| CRJ-103   | 1000%   | -       |
| CRJ-104   | -       | 100%    |
| CRJ-115   | 100%    | -       |
| CRJ-120   | -       | 95%     |
| CRJ-125   | 100%    | -       |
| CRJ-130   | 100%    | -       |
| CRJ-155   | -       | -       |
| CRJ-164   | -       | -       |
| CRJ-165   | -       | -       |
| CRJ-206   | -       | 100%    |
| CRJ-220   | -       | 80%     |
| PSY-101   | 94.4%   | 95.2%   |
| PSY-210   | -       | 100%    |
| PSY-220   | 91.9%   | 95.6%   |
| SPA-101   | 93%     | 95.5%   |

|     |      |
|-----|------|
| CRJ | 2021 |
|-----|------|

| Retention |       |       |        |
|-----------|-------|-------|--------|
|           | Corr. | F2F   | Online |
| CRJ-085   | -     | 100%  | -      |
| CRJ-103   | -     | 100%  | -      |
| CRJ-104   | -     | 100%  | -      |
| CRJ-115   | -     | 100%  | -      |
| CRJ-120   | -     | -     | 95%    |
| CRJ-125   | -     | 100%  | -      |
| CRJ-130   | -     | -     | 100%   |
| CRJ-155   | -     | -     | -      |
| CRJ-164   | -     | -     | -      |
| CRJ-165   | -     | -     | -      |
| CRJ-206   | -     | 100%  | -      |
| CRJ-220   | -     | -     | 80%    |
| PSY-101   | 95.4% | 92.9% | -      |
| PSY-210   | 100%  | -     | -      |
| PSY-220   | 93.2% | -     | -      |
| SPA-101   | 93.9% | -     | 96.2%  |

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Retention |         |         |
|-----------|---------|---------|
|           | 2022 FA | 2023 SP |
| CRJ-085   | 100%    | 100%    |
| CRJ-103   | 100%    | -       |
| CRJ-104   | -       | 100%    |
| CRJ-115   | 94.4%   | -       |
| CRJ-120   | -       | 100%    |
| CRJ-125   | 83.3%   | -       |
| CRJ-130   | 94.4%   | -       |

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Retention |       |       |        |
|-----------|-------|-------|--------|
|           | Corr. | F2F   | Online |
| CRJ-085   | -     | 100%  | -      |
| CRJ-103   | -     | 100%  | -      |
| CRJ-104   | -     | 100%  | -      |
| CRJ-115   | -     | 94.4% | -      |
| CRJ-120   | -     | -     | 100%   |
| CRJ-125   | -     | 83.3% | -      |
| CRJ-130   | -     | -     | 94.4%  |

|         |       |       |
|---------|-------|-------|
| CRJ-155 | -     | 100%  |
| CRJ-164 | -     | -     |
| CRJ-165 | -     | -     |
| CRJ-206 | -     | 100%  |
| CRJ-220 | -     | -     |
| PSY-101 | 97.1% | 96.2% |
| PSY-210 | -     | 100%  |
| PSY-220 | 92%   | 94.9% |
| SPA-101 | 97.5% | 96.7% |

|         |       |       |       |
|---------|-------|-------|-------|
| CRJ-155 | -     | 100%  | -     |
| CRJ-164 | -     | -     | -     |
| CRJ-165 | -     | -     | -     |
| CRJ-206 | -     | 100%  | -     |
| CRJ-220 | -     | -     | -     |
| PSY-101 | 98.6% | 96.8% | 88.9% |
| PSY-210 | 100%  | 100%  | -     |
| PSY-220 | 93.3% | -     | -     |
| SPA-101 | 97%   | -     | 97.3% |

|     |      |
|-----|------|
| CRJ | 2023 |
|-----|------|

| Retention |       |         |
|-----------|-------|---------|
|           | 2023  | 2024 SP |
| CRJ-085   | 100%  | 100%    |
| CRJ-103   | 100%  | -       |
| CRJ-104   | -     | -       |
| CRJ-115   | 100%  | -       |
| CRJ-120   | -     | 94.7%   |
| CRJ-125   | 100%  | -       |
| CRJ-130   | 100%  | -       |
| CRJ-155   | -     | 100%    |
| CRJ-164   | -     | -       |
| CRJ-165   | -     | -       |
| CRJ-206   | -     | 100%    |
| CRJ-220   | -     | -       |
| PSY-101   | 93.9% | 93.1%   |
| PSY-210   | -     | 100%    |
| PSY-220   | 89.9% | 93.4%   |
| SPA-101   | 97.4% | 95.6%   |

|     |      |
|-----|------|
| CRJ | 2023 |
|-----|------|

| Retention |       |       |        |
|-----------|-------|-------|--------|
|           | Corr. | F2F   | Online |
| CRJ-085   | -     | 100%  | -      |
| CRJ-103   | -     | 100%  | -      |
| CRJ-104   | -     | -     | -      |
| CRJ-115   | -     | 100%  | -      |
| CRJ-120   | -     | -     | 94.7%  |
| CRJ-125   | -     | 100%  | -      |
| CRJ-130   | -     | -     | 100%   |
| CRJ-155   | -     | 100%  | -      |
| CRJ-164   | -     | -     | -      |
| CRJ-165   | -     | -     | -      |
| CRJ-206   | -     | 100%  | -      |
| CRJ-220   | -     | -     | -      |
| PSY-101   | 93.6% | 98.5% | 85.4%  |
| PSY-210   | 96%   | 100%  | 100%   |
| PSY-220   | 91.6% | -     | -      |
| SPA-101   | 97%   | -     | 93.5%  |

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Retention in the program remains consistently high, with only one class one semester dipping below the ISS. As in prior reports, CRJ 165 has been consistently difficult to offer due to low enrollment. The students assessed during the cycle are from a small cohort, making broader explanations difficult.

- c. Indicate the number of annual awards over the preceding four (4) years and assess trends in the number of program certificates and degrees awarded.

| Name of Award                               | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|---------|
| AST, Administration of Justice for Transfer | 3       | 3       | 1       | 6       |

The low number of certificates and degrees awarded in this review cycle, paired



with the wide range of degrees produced from year to year, makes trend analysis difficult. However, degree production does appear to be trending slightly upward. The high enrollment in program-applicable courses and low degree production has been addressed elsewhere in this report.

## 12. 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.

| CRJ | 2020 |
|-----|------|
|-----|------|

| Enrollment |         |         |
|------------|---------|---------|
|            | 2020 FA | 2021 SP |
| CRJ-085    | -       | 32      |
| CRJ-103    | 9       | -       |
| CRJ-104    | -       | 21      |
| CRJ-115    | 16      | -       |
| CRJ-120    | -       | 29      |
| CRJ-125    | 15      | -       |
| CRJ-130    | 27      | -       |
| CRJ-155    | -       | 11      |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | 3       |
| CRJ-206    | -       | 7       |
| CRJ-220    | -       | 10      |
| PSY-101    | 166     | 101     |
| PSY-210    | -       | 25      |
| PSY-220    | 94      | 76      |
| SPA-101    | 123     | 166     |
| CRJ        | 2021    |         |

| CRJ | 2020 |
|-----|------|
|-----|------|

| Enrollment |       |     |        |
|------------|-------|-----|--------|
|            | Corr. | F2F | Online |
| CRJ-085    | -     | 32  | -      |
| CRJ-103    | -     | 9   | -      |
| CRJ-104    | -     | 21  | -      |
| CRJ-115    | -     | 16  | -      |
| CRJ-120    | -     | -   | 29     |
| CRJ-125    | -     | 15  | -      |
| CRJ-130    | -     | -   | 27     |
| CRJ-155    | -     | 11  | -      |
| CRJ-164    | -     | -   | -      |
| CRJ-165    | -     | 3   | -      |
| CRJ-206    | -     | 7   | -      |
| CRJ-220    | -     | -   | 10     |
| PSY-101    | 214   | -   | 53     |
| PSY-210    | 25    | -   | -      |
| PSY-220    | 170   | -   | -      |
| SPA-101    | 236   | -   | 53     |
| CRJ        | 2021  |     |        |

| Enrollment |         |         |
|------------|---------|---------|
|            | 2021 FA | 2022 SP |
| CRJ-085    | -       | -       |
| CRJ-103    | 9       | -       |
| CRJ-104    | -       | 12      |
| CRJ-115    | 24      | -       |
| CRJ-120    | -       | 25      |
| CRJ-125    | 11      | -       |
| CRJ-130    | 21      | -       |
| CRJ-155    | -       | -       |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | -       |
| CRJ-206    | -       | 19      |

| Enrollment |       |     |        |
|------------|-------|-----|--------|
|            | Corr. | F2F | Online |
| CRJ-085    | -     | -   | -      |
| CRJ-103    | -     | 9   | -      |
| CRJ-104    | -     | 12  | -      |
| CRJ-115    | -     | 24  | -      |
| CRJ-120    | -     | -   | 25     |
| CRJ-125    | -     | 11  | -      |
| CRJ-130    | -     | -   | 21     |
| CRJ-155    | -     | -   | -      |
| CRJ-164    | -     | -   | -      |
| CRJ-165    | -     | -   | -      |
| CRJ-206    | -     | 19  | -      |

|         |     |     |
|---------|-----|-----|
| CRJ-220 | -   | 6   |
| PSY-101 | 130 | 189 |
| PSY-210 | -   | 18  |
| PSY-220 | 127 | 74  |
| SPA-101 | 239 | 205 |

|         |     |   |    |
|---------|-----|---|----|
| CRJ-220 | -   | - | 6  |
| PSY-101 | 302 | - | -  |
| PSY-210 | 18  | - | -  |
| PSY-220 | 201 | - | -  |
| SPA-101 | 412 | - | 32 |

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Enrollment |         |         |
|------------|---------|---------|
|            | 2022 FA | 2023 SP |
| CRJ-085    | -       | 32      |
| CRJ-103    | 12      | -       |
| CRJ-104    | -       | 17      |
| CRJ-115    | 19      | -       |
| CRJ-120    | -       | 22      |
| CRJ-125    | 13      | -       |
| CRJ-130    | 23      | -       |
| CRJ-155    | -       | 12      |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | -       |
| CRJ-206    | -       | 15      |
| CRJ-220    | -       | -       |
| PSY-101    | 161     | 113     |
| PSY-210    | -       | 55      |
| PSY-220    | 104     | 84      |
| SPA-101    | 170     | 174     |

|     |      |
|-----|------|
| CRJ | 2022 |
|-----|------|

| Enrollment |       |     |        |
|------------|-------|-----|--------|
|            | Corr. | F2F | Online |
| CRJ-085    | -     | 32  | -      |
| CRJ-103    | -     | 12  | -      |
| CRJ-104    | -     | 17  | -      |
| CRJ-115    | -     | 19  | -      |
| CRJ-120    | -     | -   | 22     |
| CRJ-125    | -     | 13  | -      |
| CRJ-130    | -     | -   | 23     |
| CRJ-155    | -     | 12  | -      |
| CRJ-164    | -     | -   | -      |
| CRJ-165    | -     | -   | -      |
| CRJ-206    | -     | 15  | -      |
| CRJ-220    | -     | -   | -      |
| PSY-101    | 152   | 74  | 48     |
| PSY-210    | 27    | 28  | -      |
| PSY-220    | 219   | -   | -      |
| SPA-101    | 299   | -   | 45     |

| CRJ        | 2023    |         |
|------------|---------|---------|
| Enrollment |         |         |
|            | 2023 FA | 2024 SP |
| CRJ-085    | 29      | 11      |
| CRJ-103    | 15      | -       |
| CRJ-104    | -       | 24      |
| CRJ-115    | 23      | -       |
| CRJ-120    | -       | 19      |
| CRJ-125    | 17      | -       |
| CRJ-130    | 27      | -       |
| CRJ-155    | -       | 18      |
| CRJ-164    | -       | -       |
| CRJ-165    | -       | -       |
| CRJ-206    | -       | 15      |
| CRJ-220    | -       | -       |
| PSY-101    | 193     | 234     |
| PSY-210    | -       | 75      |
| PSY-220    | 102     | 94      |
| SPA-101    | 162     | 202     |

| CRJ        | 2023  |     |        |
|------------|-------|-----|--------|
| Enrollment |       |     |        |
|            | Corr. | F2F | Online |
| CRJ-085    | -     | 40  | -      |
| CRJ-103    | -     | 15  | -      |
| CRJ-104    | -     | 24  | -      |
| CRJ-115    | -     | 23  | -      |
| CRJ-120    | -     | -   | 19     |
| CRJ-125    | -     | 17  | -      |
| CRJ-130    | -     | -   | 27     |
| CRJ-155    | -     | 18  | -      |
| CRJ-164    | -     | -   | -      |
| CRJ-165    | -     | -   | -      |
| CRJ-206    | -     | 15  | -      |
| CRJ-220    | -     | -   | -      |
| PSY-101    | 302   | 73  | 52     |
| PSY-210    | 51    | 23  | 1      |
| PSY-220    | 241   | -   | -      |
| SPA-101    | 312   | -   | 52     |

CRJ-085 is offered via Industrial Service Agreement with Industrial Emergency Council; enrollment is subject to external recruitment.

CRJ-104, CRJ-115, CRJ-120, CRJ-125, CRJ-130, and CRJ-206 have steady enrollment, higher than would be expected given annual certificate/degree production. These courses count toward a student's Social and Behavioral Science credits within the Associate of Arts in Liberal Arts degree. The higher enrollment in these courses may in part be explained by non-program students using CRJ program classes to meet that degree requirement.

CRJ-103 and CRJ-155 are typically the lowest-enrolled program courses. CRJ-103's prerequisite of CRJ-115 or equivalent in-field training restricts the class to students intending to complete the certificate or degree, or those students intending to transfer to CSU. CRJ-155 is an elective course, which may in part explain its lower enrollment.

PSY-101, PSY-210, PSY-220, and SPA-101 are offered in all three modalities. The numbers here include but are not limited to declared program students.

CRJ-164 was not offered during this review cycle. CRJ-220, historically not offered, has been offered for the first time in two review cycles.

CRJ-165's enrollment is historically low because the course targets a very specific student population.

## **13. 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.

Salary and benefit deviations are not previewed, analysis should be directed to fiscal services.

## **14. FACILITIES AND EQUIPMENT**

- a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

Yes, current facilities and equipment properly support the program.

- b. Describe plans for future changes in facilities or equipment that would better support the program.

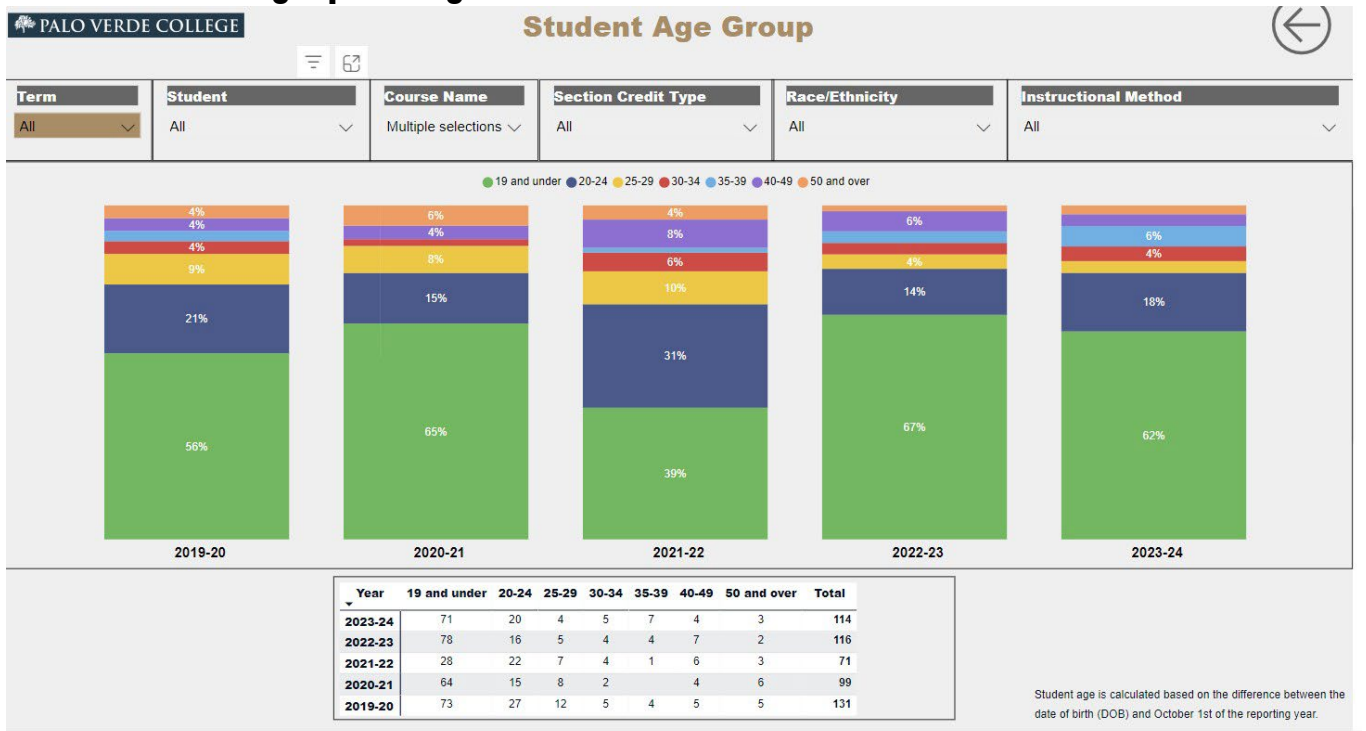
No changes are recommended at this time.

## Appendix

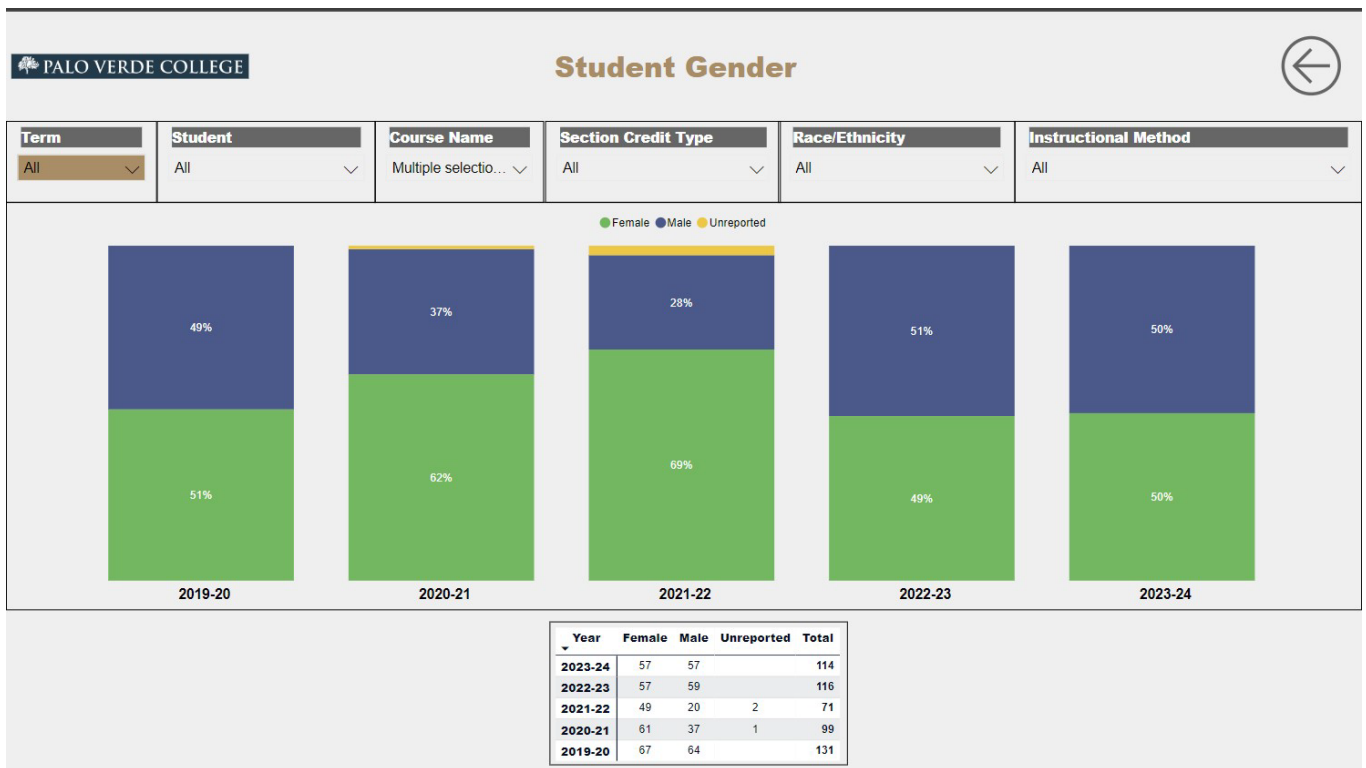
### Table 1 – Demographics Race/Ethnicity



### Table 2 – Demographics Age



### Table 3 – Demographics Gender



**Table 4 – Awards**

