

CTE Full Review

PALO VERDE COLLEGE

CRIMINAL JUSTICE 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 02/2019

a. Describe the purpose of program and its mission.

The purpose of the Criminal Justice program at Palo Verde College is to provide students with the necessary skills to work in the ever-expanding field of law enforcement. To this end, the Criminal Justice program provides students with basic, entry-level skills, professional development opportunities, and certification and degree options.

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

The program has not changed substantially in the past four years. However, the permanent full-time CRJ Instructor has retired, which makes their prior role in updating the CRJ curriculum and updating industry standards an emergent issue.

c. How does the program support the College Mission?

The program supports the mission of the college by reaching a diversity of students, offering them an education that can help by pre-service peace officers career training and in-service officers professional development opportunities.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.¹

The 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

¹ Please see Table 1, Table 2, Table 3

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 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 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 personnel locally. Similarly, the number of graduates (obtaining awards) has been no more than three per year and totals 16 students.² A general lack of interested 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 curriculum to meet that need.

Identifying potential classes for 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

² See Table 4
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to account for the transferability of courses and new regulations prioritizing transfer programs. Low, infrequent enrollment in the CRJ CTE program puts a unique strain on the program and its ability to offer/fill enough classes to transfer to four-year institutions.

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.

Per the 2024/2025 Occupation Report from the Centers of Excellence For Labor Market Research (COE), many CRJ-related fields are in demand, and the wages in those fields are competitive.³⁴

SOC	Occupation	High-wage	Median Hourly	In-demand	Avg. Annual Openings
33-3051	Police and Sheriff's Patrol Officers	Yes	48.44	Yes	787
33-1011	First-Line Supervisors of Correctional Officers	Yes	54.25	No	60
33-1012	First-Line Supervisors of Police and Detectives	Yes	72.09	Yes	74
19-4092	Forensic Science Technicians	Yes	38.27	No	50
33-3021	Detectives and Criminal Investigators	Yes	53.18	Yes	128
33-3012	Correctional Officers and Jailers	Yes	42.42	Yes	441

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.

A factor that might affect the program at Palo Verde College is the new transfer degree focus directives from the Chancellor's Office. Directives aimed toward transferring, while not affecting CRJ directly, might affect the college's ability to support CRJ classes generally as it has been difficult to effectively offer CRJ courses leading to the achievement of awards in the program.

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

³ Cruzcosa, C. (2024). (rep.). *Labor Market Analysis for: 2105.00 Administration of Justice* (pp. 1–14). Inland Empire/Desert Center of Excellence.

⁴ Centers of Excellence For Labor Market Research. (2024). (rep.). *Perkins Qualifying Occupations Inland Empire/Desert Region, 2024-25*. Sacramento, CA: COE.

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 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.

c. 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.

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.

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.

7. COURSE SCHEDULING AND 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.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the PLO data generated from eLumen reporting software, the CRJ program has had mixed success. The results from the second Program learning Outcome regarding the practical application of Law Enforcement skills were very high during the years reviewed. With an average rate above 90%, the program has been able to deliver practical, theoretical knowledge, and skills to the students taking the course. However, the first learning outcome linked to the larger institutional goals doesn't appear to have been met and/or measured over the review period. In prior review cycles the PLO1 received a 100% score, indicating that in the recent years reviewed, students may not have been meeting these standards.

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However, the results may also indicate that the CRJ program does not align with PLO 1, meaning that this standard may either be re-evaluated or that coursework offered within the CTE program may have to be revamped to meet Program Standards.

PSLO: 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.

	Meets expectations		Does not meet expectation	
2020-21 Fall (2020FA)	0	0.00%	0	0.00%
2020-21 Spring (2021SP)	0	0.00%	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)	0	0.00%	0	0.00%
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%

PSLO: 2. Acquired theoretical knowledge and practical skills in law enforcement and corrections. Or: Student will demonstrate skill in advising suspects of their Miranda rights.

Section Attribute: Face-to-face

	Meets expectations		Does not meet expectation	
2020-21 Fall (2020FA)	0	0.00%	0	0.00%
2020-21 Spring (2021SP)	52	92.86%	4	7.14%
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	65	97.01%	2	2.99%
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	117	95.12%	16	4.88%

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. Or: Students will demonstrate skill in advising suspects of their Miranda rights.

	Meets expectations		Does not meet expectation	
2020-21 Fall (2020FA)	0	0.00%	0	0.00%
2020-21 Spring (2021SP)	99	96.12%	4	3.88%
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	92	92.93%	7	7.07%
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%

Average Percentage for all Program Learning Outcomes For PROGRAM NAME				
PROGRAM LEARNING OUTCOME	% Successful Students 2020-2021	% Successful Students 2021-2022	% Successful Students 2022-2023	% Successful Students 2023-2024
PLO #1	N/A	N/A	N/A	N/A
PLO #2	96.1%	92.9%	N/A	N/A
Average % of Successful Students by Year	96.1%	92.9%	N/A	N/A

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, CRJ-104, CRJ-115, CRJ-120, 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 assessment of these CLOs has not been performed.

CRJ-085: Offered via Industrial Service Agreement with the Industrial Emergency Council with an externally controlled curriculum.

CRJ-164: Not offered during this review cycle.

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 within the last year.

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.

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	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.

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-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		

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 present time.

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.

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 .

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 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
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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-220⁵	-	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	2021
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CRJ	2020
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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
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⁵ CRJ 220 offered During Summer

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	2022
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Completion		
	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%

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
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Completion			
	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
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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	2020
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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-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	2023
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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
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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	91%	97%	-
PSY-210	95.7%	-	-
PSY-220	95%	-	-
SPA-101	97.4%	-	88.9%

CRJ	2021
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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
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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
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CRJ	2022
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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-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%

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	98.6%	96.8%	88.9%
PSY-210	100%	100%	-
PSY-220	93.3%	-	-
SPA-101	97%	-	97.3%

CRJ	2023
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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%

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. Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.

Name of Award	2020-21	2021-22	2022-23	2023-24
AS, Criminal Justice	1	3	4	7
Criminal Justice, Certificate of Achievement	1	2	2	2

The number of certificates awarded in this review cycle remained stable while the number of AS degrees was variable. The low number of certificates and degrees awarded, paired with the wide range of degrees produced from year to year, makes trend analysis difficult. The high enrollment, low certificate/degree production has been addressed elsewhere in this report.

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.

CRJ	2020
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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	2020
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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
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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
CRJ-220	-	6
PSY-101	130	189
PSY-210	-	18
PSY-220	127	74
SPA-101	239	205

CRJ	2021
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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	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	2023		
Enrollment			
	Corr.	F2F	Online
CRJ-085	-	40	-

CRJ CTE Full Review, 2020-2024

PRC Approved:

BOT Approved:

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-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.

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 former program manager took the necessary steps to maintain a high level of quality in the program. The manager ensured that the program had the equipment necessary for a positive classroom experience and was responsive to the needs of local agencies while maintaining an up-to-date knowledge of California policy. The program manager helped ensure that the CRJ program has highly qualified, experienced part-time faculty, all of whom have worked years in law enforcement. During the review cycle, the former program director organized regular advisory committee meetings for the Criminal Justice Program and the Administration of Justice Programs. The goal was to maintain a breadth of experience from several local agencies, including Law Enforcement professionals from the Riverside Sheriff's Office, the Blythe Police Department, California Highway Patrol, and the California Department of Corrections. The advisory committee meetings helped maintain strong, professional relationships with these agencies operating within the Blythe community.

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.

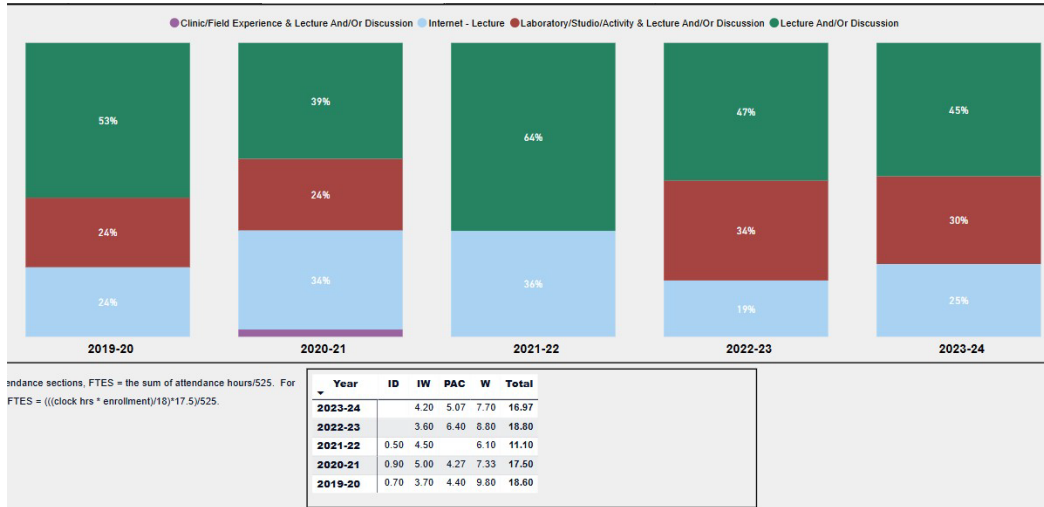
Salary and benefit deviations are not previewed, analysis should be directed to fiscal services.

16. REVENUE AND EXPENSES

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

The program has tended to produce fewer FTEs than other CTE programs. For example, the average five-year FTEs generated for Welding, Computer Information Systems, Building Construction, and Autos have been 36.3, 30.4, 32.4, and 44, respectively, while CRJ averaged 16.6 or less than half over the same five-year period. FTE generation may be anticipated to slow over the next review cycle if the curriculum cannot adapt to new institutional demands or adjustments cannot be made to the program under the stewardship of a full-time faculty member.

Commented [TB1]: Still need to make a final decision here, place budget statement here?



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

- 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. Prior to the retirement of the former program manager, the donation of 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.**

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.

18. FOUR YEAR PLAN

- a. **List recommendations, project future trends, personnel and equipment need, 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.**

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 particular 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 P.O.S.T.-qualified personnel within the local community. Special emphasis on finding 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.

- 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.**

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 P.O.S.T.-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.

Appendix

Table 1 – Demographics Race/Ethnicity



Table 2 – Demographics Age

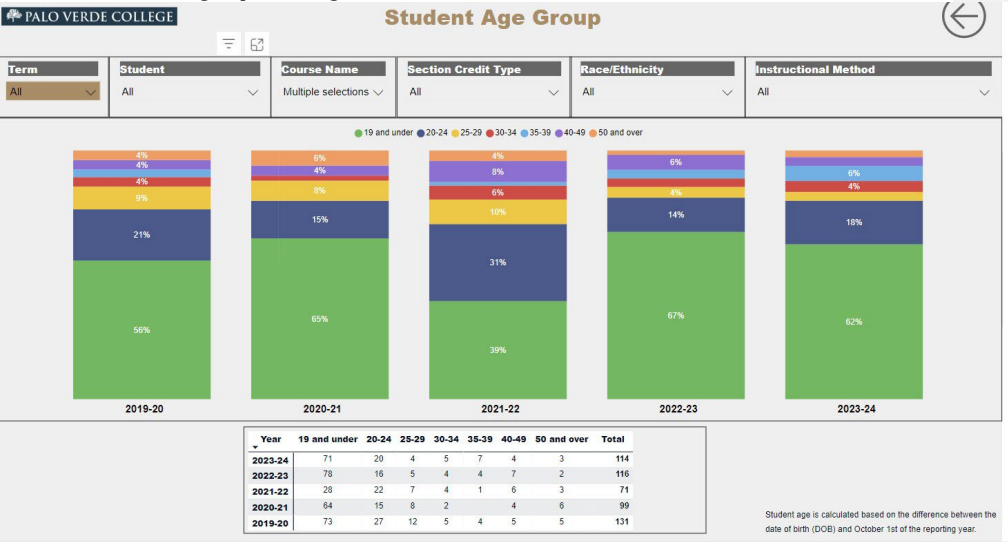


Table 3 – Demographics Gender

