Full Review
PALO VERDE COLLEGE

Administration of Justice
REPORTING FALL 2016 TO SPRING 2020

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 does the program support the College Mission?

The program supports the transfer program of the College Mission by providing a transfer option for Criminal Justice students.

2. POPULATION(S) SERVED

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

The Administration of Justice program serves students seeking a four-year degree in Criminal Justice at CSU schools.

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

There are no other target populations at this time.

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 P.O.S.T.-qualified personnel.
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 a very shallow pool of P.O.S.T.-qualified personnel locally.

Goal 2: If promotion/professional advancement is the main reason for enrollment in the program, 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.
After reviewing recommendations from the Criminal Justice Advisory Committee, the CRJ Program Director determined that no additional curriculum is required at this time.

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

No modifications recommended at this time.

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:
- An introduction to law enforcement to students who may be undecided,
- Transfer curriculum,
- Curriculum that can be used by non-majors for Behavioral Science credit, and
- High-quality instruction from educators who have served many years in law enforcement.

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

The weaknesses of the program reflect challenges that are systemic:
- Staffing for Arrest and Control. Recruiting and retaining qualified part-time faculty and proctors for this course is challenging because of the certification requirements from P.O.S.T., and
- High enrollment, low degree output in CRJ courses regardless of program (AAS or AS). Some of the curriculum in the program counts as Behavioral Science credit, and therefore the program's courses have some enrollees who are declared in other programs.
- There are a limited number of students at PVC who intend to transfer into four-year Criminal Justice programs.

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: Research alternative methods of finding and retaining P.O.S.T.-qualified personnel within the local community.
Action plan: The CRJ Instructor will conduct research by interviewing the Criminal Justice Advisory Committee.
Timeline: Fall 2020 through Spring 2022

Measure of success: Investigate alternative methods and attempt at least one alternative method if it is deemed viable.

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.
Action plan: The CRJ Instructor will conduct research by interviewing the Criminal Justice Advisory Committee.
Timeline: Fall 2020 through Spring 2022
Measure of success: Compile research results and make a determination about the feasibility of meeting the needs of regional law enforcement partner agencies.
in providing professional development and other training; advance curriculum proposals as appropriate.

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: Research alternative methods of finding and retaining P.O.S.T.-qualified personnel within the local community.
Objective: This goal has not changed substantively since the update report. The Program Director recommends that the College continue to improve student experience by addressing rigor and currency with P.O.S.T. protocols in order to align with strategic planning Objective 1.3: Continuously assess the quality and availability of courses and programs offered in the various modes of delivery—face-to-face, online, correspondence, ITV and hybrid forms, through program review and other processes, to maintain their academic rigor and currency and to ensure they provide the means to achieve identified student learning outcomes AND Strategic Planning Objective 1.6: 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.

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.
Objective: While reflecting on course-by-course enrollment for this review cycle, it was determined that AA students seeking Social and Behavioral Science credits in part drive the high enrollment, low certificate/degree production within this program. This goal has been refined slightly since the update report. The Program Director recommends that the College continue to target community need in order to align with Strategic Planning Objective 1.5: Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary AND Strategic Planning Objective 1.6: 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.

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

	2016FA	2017SP	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP
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

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % 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 PROGRAM NAME				
1. Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences, and self-development in preparation for transfer to a four-year institution.				
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
CRJ-103	N/A	N/A	N/A	100%
Average % of Successful Students by Year	N/A	N/A	N/A	100%

Average Percentage Program Learning Outcome #2 For PROGRAM NAME				
Copy and paste PLO #2 here from the Catalog.				
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3	% Successful Students ACADEMIC YR 4
CRJ-103	N/A	N/A	N/A	100%
CRJ-104	81%	N/A	N/A	70%
CRJ-115	N/A	N/A	N/A	75%
CRJ-120	79%	N/A	N/A	95%
CRJ-125	N/A	N/A	N/A	81%
CRJ-130	N/A	N/A	N/A	94%
CRJ-155	91%	N/A	N/A	100%
CRJ-206	75%	N/A	N/A	75%
Average % of Successful Students by Year	81.5%	N/A	N/A	86.25%

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 PROGRAM NAME				
PROGRAM LEARNING OUTCOME	*% Successful Students ACADEMIC YR 1*	*% Successful Students ACADEMIC YR 2*	*% Successful Students ACADEMIC YR 3*	*% Successful Students ACADEMIC YR 4*
PLO #1	N/A	N/A	N/A	100%
PLO #2	81.5%	N/A	N/A	86.25%
Average % of Successful Students by Year	81.5%	N/A	N/A	93.125%

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 in 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	*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.*	CRJ-103	None at present	None at present	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	Fall 2016-Spring 2020
CRJ	*2. Acquired theoretical knowledge and practical skills in law enforcement and corrections. Or: Student will demonstrate skill in advising suspects of their Miranda rights*	CRJ-103, CRJ-104, CRJ-115, CRJ-120, CRJ-206	None at present	None at present	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	Fall 2016-Spring 2020

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

CRJ-085: Offered via Industrial Service Agreement with the Industrial Emergency Council with 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.

The Program Director has initiated a number of changes, including making additional readings and course resources available and providing early intervention to struggling students.

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. The highest success rates for CRJ program classes are within face-to-face classes.

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	May 10, 2012
CRJ-103	February 8, 2018
CRJ-104	February 8, 2018
CRJ-115	February 8, 2018
CRJ-120	February 8, 2018
CRJ-125	December 11, 2014
CRJ-130	March 14, 2019
CRJ-155	February 8, 2018
CRJ-164	February 8, 2018
CRJ-165	February 8, 2018
CRJ-206	February 8, 2018
CRJ-220	December 11, 2014

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.

CRJ-085: This class is offered via Industrial Service Agreement with the Industrial Emergency Council. The curriculum for this course is controlled by that agency.
CRJ-125: The course outline update for this course is currently underway.
CRJ-220: The course outline update for this course is currently underway.

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 P.O.S.T.-certified instructors and proctors as required. While that need is currently met, it is likely to be an ongoing challenge in coming review cycles.

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

No plans at 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.

Within this evaluation cycle, the CRJ Program Director has participated in P.O.S.T update training in order to remain certified. The CRJ Program Director has also received updates on current California legislation, which affects course content. 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 at this time.

11. 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.

The Current Institutional Set Standard is: 73.5

CRJ	2016

Completion		
	2016FA	**2017SP**
CRJ-085	100%	100%
CRJ-103	90%	-
CRJ-104	-	65%
CRJ-115	54%	-
CRJ-120	-	70%
CRJ-125	79%	-
CRJ-130	50%	-
CRJ-155	-	78%
CRJ-164	-	-
CRJ-165	-	92%
CRJ-206	-	93%
CRJ-220	-	-
PSY-101	78%	81%
PSY-210	-	90%
PSY-220	83%	66%
SPA-101	69%	70%

CRJ	2016

Completion			
	Corr.	**F2F**	**Online**
CRJ-085	-	100%	-
CRJ-103	-	90%	-
CRJ-104	-	65%	-
CRJ-115	-	54%	-
CRJ-120	-	-	70%
CRJ-125	-	79%	-
CRJ-130	-	-	50%
CRJ-155	-	78%	-
CRJ-164	-	-	-
CRJ-165	-	92%	-
CRJ-206	-	93%	-
CRJ-220	-	-	-
PSY-101	74%	89%	-
PSY-210	90%	-	-
PSY-220	76%	-	-
SPA-101	68%	73%	69%

CRJ	2017

Completion		
	2017FA	**2018SP**
CRJ-085	100%	-
CRJ-103	67%	-
CRJ-104	-	71%
CRJ-115	41%	-
CRJ-120	-	67%
CRJ-125	68%	-
CRJ-130	50%	-
CRJ-155	-	92%

CRJ	2017

Completion			
	Corr.	**F2F**	**Online**
CRJ-085	-	100%	-
CRJ-103	-	67%	-
CRJ-104	-	71%	-
CRJ-115	-	41%	-
CRJ-120	-	-	67%
CRJ-125	-	68%	-
CRJ-130	-	-	50%
CRJ-155	-	92%	-

CRJ-164	-	-
CRJ-165	-	100%
CRJ-206	-	67%
CRJ-220	-	-
PSY-101	82%	86%
PSY-210	-	78%
PSY-220	81%	73%
SPA-101	69%	78%

CRJ-164	-	-	-
CRJ-165	-	100%	-
CRJ-206	-	67%	-
CRJ-220	-	-	-
PSY-101	85%	81%	-
PSY-210	78%	-	-
PSY-220	77%	-	-
SPA-101	73%	73%	72%

CRJ	2018

CRJ	2018

Completion		
	2018FA	2019SP
CRJ-085	100%	100%
CRJ-103	63%	-
CRJ-104	-	55%
CRJ-115	64%	-
CRJ-120	-	48%
CRJ-125	65%	-
CRJ-130	75%	-
CRJ-155	-	80%
CRJ-164	-	-
CRJ-165	-	78%
CRJ-206	-	59%
CRJ-220	-	-
PSY-101	76%	74%
PSY-210	-	74%
PSY-220	58%	66%
SPA-101	56%	71%

Completion			
	Corr.	F2F	Online
CRJ-085	-	100%	-
CRJ-103	-	63%	-
CRJ-104	-	55%	-
CRJ-115	-	64%	-
CRJ-120	-	-	48%
CRJ-125	-	65%	-
CRJ-130	-	-	75%
CRJ-155	-	80%	-
CRJ-164	-	-	-
CRJ-165	-	78%	-
CRJ-206	-	59%	-
CRJ-220	-	-	-
PSY-101	73%	79%	-
PSY-210	74%	-	-
PSY-220	64%	-	-
SPA-101	67%	60%	61%

CRJ	2019

CRJ	2019

Completion		
	2019FA	2020SP
CRJ-085	100%	-
CRJ-103	50%	-
CRJ-104	-	32%
CRJ-115	52%	-
CRJ-120	-	81%
CRJ-125	45%	-
CRJ-130	50%	-
CRJ-155	-	38%
CRJ-164	-	-
CRJ-165	-	-
CRJ-206	-	56%
CRJ-220	-	-
PSY-101	74%	90%
PSY-210	-	79%

Completion			
	Corr.	F2F	Online
CRJ-085	-	100%	-
CRJ-103	-	50%	-
CRJ-104	-	32%	-
CRJ-115	-	52%	-
CRJ-120	-	-	81%
CRJ-125	-	45%	-
CRJ-130	-	-	50%
CRJ-155	-	38%	-
CRJ-164	-	-	-
CRJ-165	-	-	-
CRJ-206	-	56%	-
CRJ-220	-	-	-
PSY-101	81%	85%	-
PSY-210	79%	-	-

PSY-220	69%	75%
SPA-101	74%	60%

PSY-220	72%	-	-
SPA-101	76%	65%	60%

CRJ	2016

CRJ	2016

Retention		
	2016FA	**2017SP**
CRJ-085	100%	100%
CRJ-103	90%	-
CRJ-104	-	95%
CRJ-115	92%	-
CRJ-120	-	83%
CRJ-125	100%	-
CRJ-130	90%	-
CRJ-155	-	89%
CRJ-164	-	-
CRJ-165	-	100%
CRJ-206	-	100%
CRJ-220	-	-
PSY-101	95%	92%
PSY-210	-	95%
PSY-220	95%	93%
SPA-101	86%	89%

Retention			
	Corr.	**F2F**	**Online**
CRJ-085	-	100%	-
CRJ-103	-	90%	-
CRJ-104	-	95%	-
CRJ-115	-	92%	-
CRJ-120	-	-	83%
CRJ-125	-	100%	-
CRJ-130	-	-	90%
CRJ-155	-	89%	-
CRJ-164	-	-	-
CRJ-165	-	100%	-
CRJ-206	-	100%	-
CRJ-220	-	-	-
PSY-101	91%	97%	-
PSY-210	95%	-	-
PSY-220	94%	-	-
SPA-101	85%	89%	89%

CRJ	2017

CRJ	2017

Retention		
	2017FA	**2018SP**
CRJ-085	100%	-
CRJ-103	92%	-
CRJ-104	-	88%
CRJ-115	77%	-
CRJ-120	-	80%
CRJ-125	89%	-
CRJ-130	82%	-
CRJ-155	-	100%
CRJ-164	-	-
CRJ-165	-	100%
CRJ-206	-	67%
CRJ-220	-	-
PSY-101	93%	91%
PSY-210	-	91%
PSY-220	96%	88%
SPA-101	87%	92%

Retention			
	Corr.	**F2F**	**Online**
CRJ-085	-	100%	-
CRJ-103	-	92%	-
CRJ-104	-	88%	-
CRJ-115	-	77%	-
CRJ-120	-	-	80%
CRJ-125	-	89%	-
CRJ-130	-	-	82%
CRJ-155	-	100%	-
CRJ-164	-	-	-
CRJ-165	-	100%	-
CRJ-206	-	67%	-
CRJ-220	-	-	-
PSY-101	91%	95%	-
PSY-210	91%	-	-
PSY-220	92%	-	-
SPA-101	87%	92%	90%

CRJ	2018

CRJ	2018

Retention		
	2018FA	2019SP
CRJ-085	100%	100%
CRJ-103	100%	-
CRJ-104	-	95%
CRJ-115	95%	-
CRJ-120	-	93%
CRJ-125	94%	-
CRJ-130	90%	-
CRJ-155	-	100%
CRJ-164	-	-
CRJ-165	-	89%
CRJ-206	-	95%
CRJ-220	-	-
PSY-101	91%	93%
PSY-210	-	87%
PSY-220	100%	91%
SPA-101	90%	84%

Retention			
	Corr.	F2F	Online
CRJ-085	-	100%	-
CRJ-103	-	100%	-
CRJ-104	-	95%	-
CRJ-115	-	95%	-
CRJ-120	-	-	93%
CRJ-125	-	94%	-
CRJ-130	-	-	90%
CRJ-155	-	100%	-
CRJ-164	-	-	-
CRJ-165	-	89%	-
CRJ-206	-	95%	-
CRJ-220	-	-	-
PSY-101	91%	94%	-
PSY-210	87%	-	-
PSY-220	94%	-	-
SPA-101	84%	90%	90%

CRJ	2019

CRJ	2019

Retention		
	2019FA	2020SP
CRJ-085	100%	-
CRJ-103	92%	-
CRJ-104	-	89%
CRJ-115	81%	-
CRJ-120	-	94%
CRJ-125	95%	-
CRJ-130	100%	-
CRJ-155	-	92%
CRJ-164	-	-
CRJ-165	-	-
CRJ-206	-	94%
CRJ-220	-	-
PSY-101	89%	96%
PSY-210	-	96%
PSY-220	91%	92%
SPA-101	89%	95%

Retention			
	Corr.	F2F	Online
CRJ-085	-	100%	-
CRJ-103	-	92%	-
CRJ-104	-	89%	-
CRJ-115	-	81%	-
CRJ-120	-	-	94%
CRJ-125	-	95%	-
CRJ-130	-	-	100%
CRJ-155	-	92%	-
CRJ-164	-	-	-
CRJ-165	-	-	-
CRJ-206	-	94%	-
CRJ-220	-	-	-
PSY-101	92%	90%	-
PSY-210	96%	-	-
PSY-220	92%	-	-
SPA-101	94%	92%	88%

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.

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.

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	2016-17	2017-18	2018-19	2019-20
AST, Administration of Justice for Transfer	1	1	5	3

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	2016

Enrollment		
	2016FA	**2017SP**
CRJ-085	15	32
CRJ-103	10	-
CRJ-104	-	20
CRJ-115	24	-
CRJ-120	-	23
CRJ-125	14	-
CRJ-130	20	-
CRJ-155	-	18
CRJ-164	-	-
CRJ-165	-	12
CRJ-206	-	15
CRJ-220	-	-
PSY-101	78	88
PSY-210	-	20
PSY-220	78	56
SPA-101	130	119

CRJ	2016

Enrollment			
	Corr.	**F2F**	**Online**
CRJ-085	-	47	-
CRJ-103	-	10	-
CRJ-104	-	20	-
CRJ-115	-	24	-
CRJ-120	-	-	23
CRJ-125	-	14	-
CRJ-130	-	-	20
CRJ-155	-	18	-
CRJ-164	-	-	-
CRJ-165	-	12	-
CRJ-206	-	15	-
CRJ-220	-	-	-
PSY-101	102	64	-
PSY-210	20	-	-
PSY-220	134	-	-
SPA-101	101	55	93

CRJ	2017

Enrollment		
	2017FA	**2018SP**
CRJ-085	33	-
CRJ-103	12	-
CRJ-104	-	17
CRJ-115	22	-
CRJ-120	-	15
CRJ-125	19	-
CRJ-130	22	-
CRJ-155	-	12
CRJ-164	-	-
CRJ-165	-	7
CRJ-206	-	9
CRJ-220	-	-
PSY-101	102	97
PSY-210	-	23
PSY-220	26	26
SPA-101	132	101

CRJ	2017

Enrollment			
	Corr.	**F2F**	**Online**
CRJ-085	-	33	-
CRJ-103	-	12	-
CRJ-104	-	17	-
CRJ-115	-	22	-
CRJ-120	-	-	15
CRJ-125	-	19	-
CRJ-130	-	-	22
CRJ-155	-	12	-
CRJ-164	-	-	-
CRJ-165	-	7	-
CRJ-206	-	9	-
CRJ-220	-	-	-
PSY-101	162	37	-
PSY-210	23	-	-
PSY-220	52	-	-
SPA-101	83	52	98

CRJ	2018

Enrollment		
	2018FA	**2019SP**
CRJ-085	22	20
CRJ-103	8	-
CRJ-104	-	20
CRJ-115	22	-
CRJ-120	-	27
CRJ-125	17	-
CRJ-130	20	-
CRJ-155	-	10
CRJ-164	-	-
CRJ-165	-	9
CRJ-206	-	22
CRJ-220	-	-
PSY-101	117	174
PSY-210	-	23
PSY-220	26	82
SPA-101	102	94

CRJ	2018

Enrollment			
	Corr.	**F2F**	**Online**
CRJ-085	-	42	-
CRJ-103	-	8	-
CRJ-104	-	20	-
CRJ-115	-	22	-
CRJ-120	-	-	27
CRJ-125	-	17	-
CRJ-130	-	-	20
CRJ-155	-	10	-
CRJ-164	-	-	-
CRJ-165	-	9	-
CRJ-206	-	22	-
CRJ-220	-	-	-
PSY-101	228	63	-
PSY-210	23	-	-
PSY-220	108	-	-
SPA-101	93	42	61

CRJ	2019

Enrollment		
	2019FA	**2020SP**

CRJ	2019

Enrollment			
	Corr.	**F2F**	**Online**

PRC Approved: 03/25/21
BOT Approved: 05.11.21

Course				Course			
CRJ-085	33	-		CRJ-085	-	33	-
CRJ-103	12	-		CRJ-103	-	12	-
CRJ-104	-	19		CRJ-104	-	19	-
CRJ-115	21	-		CRJ-115	-	21	-
CRJ-120	-	16		CRJ-120	-	-	16
CRJ-125	22	-		CRJ-125	-	22	-
CRJ-130	24	-		CRJ-130	-	-	24
CRJ-155	-	13		CRJ-155	-	13	-
CRJ-164	-	-		CRJ-164	-	-	-
CRJ-165	-	-		CRJ-165	-	-	-
CRJ-206	-	16		CRJ-206	-	16	-
CRJ-220	-	-		CRJ-220	-	-	-
PSY-101	144	123		PSY-101	226	41	-
PSY-210	-	24		PSY-210	24	-	-
PSY-220	135	114		PSY-220	249	-	-
SPA-101	116	91		SPA-101	98	37	72

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 and CRJ-220 were not offered during this review cycle.

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

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.

	Source	Budgeted	Expended
2016-2017			
Overload Salaries	OVL/Overload	$14,074.36	$14,074.36
Overload Benefits	OVL/Overload	$2,224.57	$2,224.57
Supplies	LOT/Lottery	$214.00	$214.00
Benefits	CRJ	$15,893.82	$15,931.68
Copying/Printing	LOT/Lottery	$90.38	$90.38
Salaries	CRJ	$49,010.89	$49,250.29
2017-2018			
Overload Salaries	OVL/Overload	$0.00	$13,537.80
Overload Benefits	OVL/Overload	$0.00	$2,375.10
Supplies	CRJ	$500.00	$0.00
	LOT/Lottery	$500.00	$0.00
Benefits	CRJ	$16,253.00	$18,140.06
Copying/Printing	LOT/Lottery	$100.00	$62.00
Memberships	CRJ	$200.00	$0.00
Salaries	CRJ	$42,092.00	$55,563.01
2018-2019			
Overload Salaries	OVL/Overload	$0.00	$13,785.30
Overload Benefits	OVL/Overload	$0.00	$2,669.41
Supplies	CRJ	$158.97	$158.97
	LOT/Lottery	$330.95	$330.95
Benefits	CRJ	$19,229.03	$21,388.96
Contracts	CRJ	$700.00	$700.00
	LOT/Lottery	$500.00	$500.00
Salaries	CRJ	$49,894.00	$60,968.06
2019-2020			
Overload Salaries	OVL/Overload	$11,421.39	$11,421.39
Overload Benefits	OVL/Overload	$2,300.92	$2,300.92
Supplies	LOT/Lottery	$436.20	$436.20
Benefits	CRJ	$20,144.73	$20,144.73
Books/Mags/Instruct	GPW/Guided Pathways	$2,000.00	$1,200.00
Salaries	CRJ	$54,015.71	$54,015.71

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.