CTE Full Review
PALO VERDE COLLEGE

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CRIMINAL JUSTICE
REPORTING FALL 2013 TO SPRING 2016

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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 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 two years? In major ways, minor, or no real changes to speak of? Explain.
The program has not substantially changed in the past two years. In fact, the program has not changed substantially in the last four years. However, the CRJ Instructor has continued to play an important role in updating CRJ curriculum and has kept abreast of industry trends and community need.

    c. How does the program support the College Mission?
The program supports the overall mission of the College by providing high quality programming in a particular vocational area. CRJ courses provide an opportunity for lifelong learning in that they offer the opportunity for professional development and certification. The program satisfies a unique goal by providing technical education in this field. Without the Criminal Justice program, a key component of the Vocational Education Division's programs, the College would not be able to provide the necessary range of technical, vocational training to students intending to enter the field of law enforcement.

In addition, this program maintains consistently high job placement. The Institutional Set Standard for job placement for this program is 46.32%, and the program has 75% in-field job placement. Graduates of the program are finding work in the field in which they have been trained, which is positive for not only the college but for community.

2. POPULATION(S) SERVED

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

Students interested in careers with a wide range of Law Enforcement agencies, such as the U.S. Border Patrol, Police Department, Sheriff's Departments, Bureau of Land Management, and the Department of Fish and Wildlife, are served by this program. Veteran students are often interested in this program because a coursework or a degree in the field coupled with their work history makes them more employable.

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

One of the challenges for this program is limited degree production because students enroll in specific classes they need for career advancement. Students are highly motivated to complete that coursework but do not have an incentive or motivation to complete the program. There is an opportunity in this challenge to potentially develop new courses to meet the need of Law Enforcement agencies within the service district.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

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

There were two goals set in the last CTE Update:

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

The CRJ Instructor conducted research by interviewing the Criminal Justice Advisory Committee. Responses to the interview questions were analyzed to determine rationale for low degree production. The finding was that coursework only is considered for advancement. A degree would not benefit students currently employed in the field; however, coursework is very beneficial.

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

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

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

b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.
If a degree is not the goal of many of the enrollees, the CRJ Instructor would like to research additional training needed by Law Enforcement agencies in the service district

4. DEMAND FOR THE PROGRAM

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

Demand for the program remains consistently high in part because students are aware of employment opportunities within fields served by this program. Labor market projections show growth not only in the field in general but within our service district in specific.

Geography: Riverside-San Bernardino-Ontario MSA

Counties: Riverside County, San Bernardino County

Occupations Matched by Top Code(s):
210500 Administration of Justice
210510 Corrections
210520 Probation and Parole
210540 Forensics, Evidence and Investigation
210550 Police Academy

Annual Job Openings by Occupation

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

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

a. Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.
Staying current with the ever-changing demands of the Commission on Peace Officer Standards and Training (P.O.S.T.) continues to be a challenge. Issues arose over the past few years with offering our

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

b. List and comment on the major strengths of the program.
    Students who graduate from the program are employable by a number of agencies that operate locally. Students completing coursework are able to advance in their careers after acquiring skills and knowledge from CRJ classes. The program is able to stay abreast of trends in industry and continue important community partnerships by maintaining a strong Criminal Justice Advisory Committee.

c. List and comment on the major weaknesses of the program.
    Requirements set forth for P.O.S.T. testing continue to pose a challenge. Updates to the P.O.S.T. procedures are pending, which puts our response further out. Finding P.O.S.T. certified personnel is difficult, and when I do find them, I tend to lose them to retirement or transfers out of the area.

6. CURRICULUM HISTORY

a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.
    CRJ-085: Police Explorer Academy
    CRJ-103: Criminal Law
    CRJ-104: Criminal Investigation
    CRJ-115: Introduction to Law Enforcement
    CRJ-120: Community Relations
    CRJ-125: Report Writing
    CRJ-130: Alcohol, Narcotics, and Drug Abuse
    CRJ-132: Family Intervention
    CRJ-135: Spanish for EMS
    CRJ-155: Crime Scene Investigation
    CRJ-165: Arrest and Firearms
    CRJ-206: Legal Aspects of Evidence
    CRJ-220: Interviewing and Counseling
    All of these classes have been offered at least once during the previous eight semesters.

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.
    CRJ-085: Police Explorer Academy has been added. This class is intended to foster interested in Law Enforcement. It is offered through an instructional service contract.

CRJ-220: Interviewing and Counseling, cross-listed as PSY220, has been successfully taught a number of times during this reporting period. The cross listing makes the class more appealing to students seeking other degrees.

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success. The Criminal Justice program only holds classes for community students. Courses are offered face-to-face and online. Criminal Justice classes are not offered in the correspondence modality. Palo Verde College also offers one class through the Industrial Emergency Council (I.E.C.) as part of an Instructional Service Agreement.

Many Criminal Justice students take classes until they are hired by a law enforcement agency. Law enforcement agencies have different hiring requirements as well as educational/promotional requirements and incentives. Advancement in pay may require additional college units, and that is a need that this program continues to serve.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs that map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % 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 CRIMINAL JUSTICE			
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.*			
Course IDs within the Program that map to PLO#1	% Successful Students 2013-2014	% Successful Students 2014-2015	% Successful Students 2015-2016	% Successful Students ACADEMIC YR 4
CRJ 104	74%	75%	77%	
CRJ 120	77%	78%	80%	
CRJ 135	No Data	No Data	No data	
CRJ 206	78%	76%	72%	
Average % of Successful Students by Year	76%	76%	75%	

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

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

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

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be 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-*	CRJ-104, CRJ-120, CRJ-135, CRJ-206	None at present	None at present (assessment for CRJ 135 and CRJ 2016 is pending)	All changes to curriculum and instructional methods conducted without additional resources	Projected increase in SLO achievement with increased emphasis on topics with lower SLO results	2015-2016 and ongoing

	development in preparation for an occupation, and possible transfer to a four-year institution.						
CRJ	*PLO# 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-104, CRJ-120, CRJ-135, CRJ-206	None at present	None at present (assessment for CRJ 135 and CRJ 2016 is pending)	All changes to curriculum and instructional methods conducted without additional resources	Projected increase in SLO achievement with increased emphasis on topics with lower SLO results	2015-2016 and ongoing

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

CLO Status	Explanation
CLOs assessed CRJ-103 Criminal Law CRJ-104: Criminal Investigation CRJ-115: Introduction to Law Enforcement CRJ-120: Community Relations CRJ-130: Alcohol, Narcotics, and Drug Abuse CRJ-155: Crime Scene Investigation CRJ-220: Interviewing and Counseling	Students in all classes have exceeded the benchmark
CLOs mapped but not yet assessed CRJ-135: Spanish for EMS	Adjunct instructor failed to submit assessment data.
CLOs not Assessed CRJ-085: Police Explorer Academy CRJ-125: Report Writing CRJ-132: Family Intervention CRJ-165: Arrest and Firearms (not offered)	Adjunct faculty teach these courses. The CLO assessment process remains challenging for adjunct faculty, and it has been difficult to ensure that adjunct faculty complete this aspect of their teaching.

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

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.
Emphasis of topics with lower SLO results has been increased. Specifically, SLO #1 for CRJ-130: Alcohol, Narcotics and Drug Abuse: Analyze the different symptoms a person displays when under the influence of the different types of drugs, e.g., barbiturates. Tracking student progress has led to more coverage of scenarios that enhance student learning of the concepts.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.
The assessment of the data to date has not yielded any information. Additional data is required in order to assess trends.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).
CRJ classes are offered primarily face-to-face and online. Because there is often more attrition in online classes, CLO achievement in the online modality is lower.

9. COURSE CURRENCY

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

Course	Year Course Outline Approved
CRJ-085	2012
CRJ-103: Criminal Law	2013
CRJ-104: Criminal Investigation	2013
CRJ-115: Introduction to Law Enforcement	2013
CRJ-120: Community Relations	2013
CRJ-125: Report Writing	2014
CRJ-130: Alcohol, Narcotics, and Drug Abuse	2014
CRJ-132: Family Intervention	2013

CRJ-135: Spanish for EMS	2014
CRJ-155: Crime Scene Investigation	2013
CRJ-165: Arrest and Firearms	2013
CRJ-206: Legal Aspects of Evidence	2013
CRJ-220: Interviewing and Counseling	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. The Course Outline for CRJ-085 is outdated. Revision is pending. CRJ-164 has an approved Course Outline, but it is not a requirement or an elective in the Catalog. This class has been developed as a work around for some of the challenges with offering CRJ-165. Since its development, it has not been offered. The CRJ Instructor is currently considering the viability of this class as P.O.S.T. requirements evolve.

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-132		X	
CRJ-135		X	
CRJ-155		X	
CRJ-206	X		

b. Explain how effectively the program is served with the current coverage.
The needs of the students enrolled in the program are met with current staff. Because classes are offered across modalities (face-to-face, online, and via correspondence), there is a great deal of flexibility in the program. Program-specific face-to-face classes are offered at night, so the program works even for those students who are employed during typical business hours. Evening classes can be staffed by either adjunct who work in the field or by the Criminal Justice Instructor.

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

11. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student-learning outcomes.

- P.O.S.T. workshop - Maintaining P.O.S.T. certification means students in the program have access to the most current P.O.S.T. content, which they will need in order to complete P.O.S.T. testing
- American Psychological Association Membership - Membership in this organization makes sure faculty have up-to-date information related to Psychology and resources necessary to teach Psychology and Criminal Justice classes
- National Association of Police Organizations Membership - Membership in this organization makes sure faculty are current with national trends in the field

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

The Criminal Justice Instructor would like to participate in additional professional development in the form of more conferences and workshops. There are strong ties to the local Law Enforcement community, but as so many students are ultimately destined for transfer out of the area, it would be beneficial to make contacts with people out of the region as well as be updated on industry knowledge.

12. STUDENT SUCCESSFUL COMPLETION & RETENTION

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

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

ACADEMIC YEAR 2013-14					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			57%	57%	
CRJ-104			67%		67%
CRJ-115			45%	45%	
CRJ-120	23%				23%
CRJ-125			79%	79%	
CRJ-130	48%			48%	
CRJ-132			92%		92%
CRJ-135			100%		100%
CRJ-155			75%		75%

	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-206			50%		50%
PSY-101	54%	61%	51%	59%	53%
PSY-210		40%		40%	
PSY-220		74%		59%	87%
SPA-101	47%	51%		51%	49%

ACADEMIC YEAR 2014-15					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			73%	73%	
CRJ-104			70%		70%
CRJ-115			36%	36%	
CRJ-120	47%				47%
CRJ-125					
CRJ-130	14%			14%	
CRJ-132					
CRJ-135			71%	82%	60%
CRJ-155			63%		63%
CRJ-206			73%		73%
PSY-101		56%	64%	68%	50%
PSY-210		72%			72%
PSY-220		79%		60%	87%
SPA-101	53%	50%	40%	49%	50%

ACADEMIC YEAR 2015-16					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
CRJ-085			100%	100%	100%
CRJ-103			53%	53%	
CRJ-104			65%		65%
CRJ-115			41%	41%	
CRJ-120	54%				54%
CRJ-125			64%	64%	
CRJ-130	50%			50%	
CRJ-132					
CRJ-135					
CRJ-155			58%		58%
CRJ-206			87%		87%

PSY-101		69%	76%	73%	70%
PSY-210		79%			79%
PSY-220		86%		82%	89%
SPA-101	79%	65%	80%	75%	73%

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

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

ACADEMIC YEAR 2013-14					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			71%	71%	
CRJ-104			87%		87%
CRJ-115			86%	86%	
CRJ-120	62%				62%
CRJ-125			92%	92%	
CRJ-130	87%			87%	
CRJ-132			92%		92%
CRJ-135			100%		100%
CRJ-155			94%		94%
CRJ-206			93%		93%
PSY-101	85%	74%	81%	80%	76%
PSY-210		60%		60%	
PSY-220		86%		78%	94%
SPA-101	89%	77%		87%	79%

ACADEMIC YEAR 2014-15					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			100%	100%	
CRJ-104			90%		90%
CRJ-115			84%	84%	
CRJ-120	87%				87%
CRJ-125					
CRJ-130	64%			64%	
CRJ-132					
CRJ-135			95%	91%	100%
CRJ-155			88%		88%
CRJ-206			93%		93%
PSY-101		78%	88%	85%	79%
PSY-210		83%			83%
PSY-220		88%		80%	90%
SPA-101	86%	76%	85%	79%	79%

ACADEMIC YEAR 2015-16					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
CRJ-085			100%	100%	100%
CRJ-103			89%	89%	
CRJ-104			82%		82%
CRJ-115			93%	93%	
CRJ-120	77%				77%
CRJ-125			100%	100%	
CRJ-130	86%			86%	
CRJ-132					
CRJ-135					
CRJ-155			100%		100%
CRJ-206			93%		93%
PSY-101		88%	83%	90%	83%
PSY-210		79%			79%
PSY-220		97%		98%	96%
SPA-101	90%	80%	90%	86%	87%

Course	Average retention rate over past 6 Fall and Spring semesters	Trends
CRJ-085	100%	This class, because of its nature, has consistently high retention.
CRJ-103	61%	This class' retention has remained relatively consistent. The 2014-2015 year was higher than the expected average.
CRJ-104	67%	This class' retention has remained relatively consistent.
CRJ-115	41%	This class' retention has remained relatively consistent.
CRJ-120	41%	The class has shown impressive increases in retention from a low of 23% in 2013-2014 to 47% and 54% the next two years. This class is only offered online modality.
CRJ-125	72%	This class was offered 2013-2014 and again 2015-2016. Because of the gap year, it is difficult to assess trends.
CRJ-130	37%	This class' retention has remained relatively consistent. The 2014-2015 year was lower than the expected average for a variety of personal situations with enrolled students.
CRJ-132	92%	The class has not been offered since 2013-2014.
CRJ-135	81%	Retention in this class fell from a high of 100% in 2013-2014 to 71% in 2014-2015. The class was not offered 2015-2016.
CRJ-155	65%	Retention in this class has fallen each of the past two academic years.
CRJ-206	70%	The retention rate in the 2013-2014 year was low. Over the last two academic years, the completion rate has been at least 73%
PSY-101	62%	For the past two academic years, retention has been significantly higher in the face-to-face modality.
PSY-210	64%	The retention rate in the 2013-2014 year was low. Over the last two academic years, the completion rate has been at least 72%
PSY-220	77%	There has been a marked improvement in retention over the past academic year. This class is only offered via correspondence.
SPA-101	58%	There has been a marked improvement in retention over the past academic year across modalities.

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

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

Name of Award	2013-14	2014-15	2015-16
AS, Criminal Justice	2	2	4
Certificate, Criminal Justice	3	5	1

While degree production remains relatively low, enrollment remains relatively high. The coursework offered within the program continues to meet the needs of people looking to advance their careers with local Law Enforcement agencies.

13. ENROLLMENT TRENDS

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

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

			ACADEMIC YEAR 2013-14		
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			70	37	33
CRJ-103			14	14	
CRJ-104			15		15
CRJ-115			22	22	
CRJ-120	13				13
CRJ-125			24	24	
CRJ-130	23			23	
CRJ-132			12		12
CRJ-135			12		12
CRJ-155			16		16
CRJ-206			14		14
PSY-101	26	70	57	87	66
PSY-210		10		10	
PSY-220		58		27	31
SPA-101	47	92		45	94

			ACADEMIC YEAR 2014-15		
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			44	22	22
CRJ-103			11	11	
CRJ-104			20		20
CRJ-115			25	25	
CRJ-120	15				15
CRJ-125					
CRJ-130	28			28	

	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-132					
CRJ-135			21	11	10
CRJ-155			16		16
CRJ-206			15		15
PSY-101		89	77	88	78
PSY-210		18			18
PSY-220		72		20	52
SPA-101	36	138	20	108	86

ACADEMIC YEAR 2015-16					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
CRJ-085			61	24	37
CRJ-103			19	19	
CRJ-104			17		17
CRJ-115			29	29	
CRJ-120	13				13
CRJ-125			14	14	
CRJ-130	22			22	
CRJ-132					
CRJ-135					
CRJ-155			12		12
CRJ-206			15		15
PSY-101		98	42	70	70
PSY-210		19			19
PSY-220		111		55	56
SPA-101	80	69	50	106	93

Enrollment remains stable within this program. The program itself is not offered via correspondence, but students benefit from the flexibility of online and correspondence courses for their General Education requirements and specific Criminal Justice classes, i.e., CRJ-120, CRJ-220, and CRJ-130.

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 Criminal Justice program meets an important community need by providing training to currently employed Law Enforcement and Corrections officers so that they can achieve career advancement. The program also generates graduates who can go on to be employed in a variety of Law Enforcement agencies that operate in the service district. Labor Department data show that this is a growth field.

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

The depth and breadth of the Law Enforcement experience of the faculty members within the program provides students with a unique experience. The highly trained, professional faculty gives students a very solid start in Criminal Justice.

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

15. FINANCIAL TRENDS

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

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

The program is fiscally viable, staying within its budget. Unlike many programs, there are very few expenditures for supplies or equipment, and because enrollment remains steady, the program is self-supporting.

Year	2011-2012

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

Year	2012-2013

	Budgeted	Actual	Difference	Variation
Regular Salaries	$56,297.00	$76,697.25	-$20,400.25	36.2%

	Budgeted	Actual	Difference	Variation
Regular Benefits	$16,418.00	$18,210.58	-$1,792.58	10.9%
Copying	$0.00	$0.00	$0.00	100.0%
Conference	$600.00	$715.38	-$115.38	19.2%
Supplies	$150.00	$39.54	$110.46	-73.6%
Mileage	$0.00	$306.91	-$306.91	100.0%

Year	2013-2014

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

Year	2014-2015

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

Year	2015-2016

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

16. REVENUE AND EXPENSES

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

Year	Division	Term	FTES	Rate	Revenue

2014	CRJ	2014FA	12.87	$4,636.00	$59,649.86
2014	CRJ	2015SP	13.47	$4,636.00	$62,431.46
2015	CRJ	2015FA	14.60	$4,636.00	$67,685.60
2015	CRJ	2016SP	15.57	$4,636.00	$72,167.06

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

Year	2014-2015

	Expenses
Regular Salaries	$43,842.33
Regular Benefits	$12,212.31
Overload Salaries	$12,420.00
Overload Benefits	$1,504.44

Year	2015-2016

	Expenses
Regular Salaries	$45,412.52
Regular Benefits	$17,885.24
Overload Salaries	$6,480.00
Overload Benefits	$910.78
Copying	$44.85
Supplies	$10.00

c. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.
The Criminal Justice Advisory Committee is made up of professionals employed in the field. The donation of their time for Committee meetings is valued at approximately $450 a year. The donated time of guest speakers for classes is valued at an additional $300 per year.

17. FACILITIES AND EQUIPMENT

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

In the coming budget cycle, the program needs resources allocated for both a trauma kit and the use of computers in order for students to complete P.O.S.T. testing. The current facilities are adequate to support the program.

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

The P.O.S.T. requirements are in the process of being updated. The last P.O.S.T. testing procedure update required the college to purchase a new scanner. The coming update may include some additional technology updates, but those changes are still pending.

18.   TWO YEAR PLAN

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

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

Goal 1: Research alternative methods of finding and retaining P.O.S.T.-qualified personnel.

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.

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.

PVC Strategic Planning Objective	CRJ Program Alignment
Objective 1.1 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.	Currently courses are offered in multiple modalities (online, correspondence, face-to-face) in order to maximize flexibility for students, many of whom are employed in the field. SLOs are assessed and changes are made based on assessment results in order to support student learning and achievement. New Program Goal #1 aims to improve student experience by addressing rigor and currency with P.O.S.T. protocols.
Objective 1.2 Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.	The program maintains the Criminal Justice Advisory Committee, made up of local Law Enforcement officers. The Committee provides valuable input for curriculum changes and program direction. New Program Goal #2 targets community needs.
Objective 1.3 To meet student needs and FTES targets, assess the need for course offerings taking into consideration multiple modalities of instruction including face-face, online and correspondence.	The CRJ Instructor is continually evaluating community need and resource availability to provide students with the best experience, e.g., the development of CRJ-164 to give the experience of CRJ-165, but the class is more cost effective. New Program Goal #1 aims to match resources within the region to student need in order to enrich student experience. New Program Goal #2 explores potential for additional enrollment.