



Program Review - Overall Report

Instructional: Administration of Justice

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Preamble

As a discipline, Administration of Justice (ADJ), holds a vital role within Social and Behavioral Sciences as both an academic and skill-based educational program. ADJ provides both a foundational curriculum and education on Constitutional and Criminal Law to our students, which is present in the learning outcomes in every single required ADJ class, along with our elective courses to further refine, establish, analyze, and understand the American criminal justice system, case law, civil rights, substantive and procedural law, police procedure, community corrections (diversity and social justice), criminal investigations, evidence, criminalistics and forensic science. This program provides an invaluable service of teaching students our established legal systems, individual civil rights, challenges within criminal justice and legislation and improvements of criminal procedure and our current system of justice.

The Administration of Justice Department has the challenging role of maintaining both behavioral science/academic standards and curriculum while also meeting and exceeding the expectations and successes of a Career & Technical Education (CTE) program.

Our ADJ program has undergone a multitude of changes within the past four years, including almost doubling student enrollment, updating and improving all curriculum in all the ADJ courses now being taught at Norco College, ensuring all ADJ courses can be taught in the DE format (not DX), deleting old courses which were no longer viable for the program, creating 2 new classes with Moreno Valley College (MVC) and Riverside City College (RCC) (ADJ-19 Introduction to Policing and ADJ-20 Introduction to Corrections). Each of the courses offered were updated latest in 2019 with major modifications to include objectives, some new learning outcomes and textbook updates. These updates were done across the district to keep our curriculum identical ensuring our students are receiving the same rigor and relevance within our program. Major modifications were completed on ADJ-5 and ADJ-6 and ADJ-20 in May of 2021. ADJ-4 went through a major modification in May 2020. ADJ-1, ADJ-2, ADJ-3, ADJ-4, ADJ-8, ADJ-9, ADJ-13, and ADJ-14 and ADJ-19 had major modifications performed in May of 2019. ADJ-12's last major modification was approved in May of 2018 and is currently in process of being updated this year. Finally, all of our distant education courses have gone through the DE curriculum approval process and are all currently active. The full list can be found in the document repository.

Our ADJ program has created and maintains a district-wide discipline partnership with the ADJ programs at MVC and RCC through ongoing collaborative efforts of the full time ADJ professors. This has led to resource management and sharing, districtwide discipline planning and review, monthly discipline meetings,

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and the establishment of a discipline district-wide advisory committee of professionals within the field to better serve our students. Thanks to the hours of planning and direction of Dr. Matuszak at RCC, formal internship and externship programs are in place with several agencies (police, probation and DA's office) for all ADJ students, at all three colleges.

In the last four years, program offerings and equipment purchases have allowed us to build one of the most comprehensive programs in the region. However, the lack of ability to have a dedicated space has become a roadblock. Through grants and available funding, the ADJ program has been able to purchase laboratory equipment and inventory to meet or exceed state and federal safety requirements and current industry standards which are unavailable in comparable college programs. This has been made possible through Perkins funding awards granted in the amount of approximately \$130,000 and another \$30,000 from California Strong Workforce, Lottery and CARES. This has allowed us to purchase state of the art equipment and technology to further improve our students' educational experiences, skills-building, employability, and reduce equity gaps. This year the Perkins grant was written and an additional \$79,480 was requested. This speaks to perhaps the most important community-based value of the ADJ program and our role to produce employable students in the field of criminal justice or give them the necessary skills to further their education in a four-year university.

The Administration of Justice program provides opportunities for our students to obtain a rigorous and relevant college experience and degrees or certificates that lead to higher than livable wage employment (See Table 1). This focus upon employability extends into the discipline's implementation of guided pathways, military articulations, and dual enrollment programs and leveraging technology to improve student engagement, ensure student accessibility, and improve student assessment.

Table 1

Regional Labor Statistics

Profession/Job Title	Hourly Mean Wage	Annual Mean Wage	
Correctional Officer	\$ 39.74	\$ 82,650	7% de
Fish and Game	42.38	88,150	1% gr
Forensic Technician	45.22	94,060	14% (l
Lawyers	86.28	179,470	4% (A
Police and Sheriff Officers	53.23	107,200	6% (Fi
Private Detectives/Investigators	37.35	77,690	8% (M
Probation/Correctional Treatment Specialists	44.26	92,050	4% (A

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Security Guards

17.33

36,040 3% (As fast a

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov> (visited April 25, 2021).

Overall Trends in Success

Prior to my arrival and before Norco College hired me as their fulltime professor in ADJ, the overall success rates for 2016-2017 were at a pitiful rate of 62.4% whereas the school's success rate was at 71%. Looking at the student demographics, male and female Hispanics were lowest with less than a 59% success rate, followed by African American males at 62.5%, and Asian females at 66.7%. The remainder of our enrolled students were above 70%. The overall success rates for the school were similar in nature with Hispanic and Pacific Islander students at the lower end of the spectrum and our Asian students at the higher end of the success rates (Table 2)

Table 2

2016-2017 Success Rates

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Administration of Justice						Norco College	
Academic Year	2016-17					Academic Year	2016-17
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled
Female	138	84	60.9%	0	5	Female	28,112
African American	4	3	75.0%	0	5	African American	1,862
Asian	3	2	66.7%	0	5	Asian	2,404
Hispanic	109	64	58.7%	0	5	Hispanic	16,366
Native American				0	5	Native American	91
Pacific Islander				0	5	Pacific Islander	96
Two or More	1	0	0.0%	0	5	Two or More	542
Unknown				0	5	Unknown	190
White	21	15	71.4%	0	5	White	6,563
Male	112	72	64.3%	0	0	Male	24,911
African American	8	5	62.5%	0	0	African American	1,281
Asian	8	7	87.5%	0	0	Asian	2,748
Hispanic	67	39	58.2%	0	0	Hispanic	13,864
Native American				0	0	Native American	53
Pacific Islander	1	0	0.0%	0	0	Pacific Islander	71
Two or More				0	0	Two or More	491
Unknown	3	3	100.0%	0	0	Unknown	215
White	25	18	72.0%	0	0	White	6,182
Total	250	156	62.4%	0	0	Total	53,023

Since the Fall 2017, semester and through our last academic year (2019-2020), success rates began to climb and grew 10% in 2017-2018 from the previous year, another 2% in 2018-2019, and then there was an overall drop of 6% in 2019-2020. This drop is attributed to our female student success rates dropping from 84.2% to 69.5%, with our male students' success improving from 71.2% to 76.9%. The data reveals that our African American/Black female success rates fell from 69.6% in 2018-2019 to 57.1% in 2019-2020. Our Hispanic female student success rates dropped from 84.4% to 66.8%. The data also reveals that in 2018-2019, male Hispanics were disproportionately affected and in 2019-2020 our female Hispanic students were disproportionately affected as seen in Table 3.

The reduction in success rates may be a result of students who are not ADJ majors taking our courses that are cross listed as GE courses (ADJ-1, ADJ-3, and ADJ-9) and may not have a vested interest or understand the rigor in the discipline as a profession. Students may also have a false sense about the rigor associated with the discipline, being indoctrinated about its glamour as depicted on the many shows during prime time television, Netflix, and various other cable stations. We call this the CSI Affect.

Other thoughts about the falling success rate and disproportionate rates among Hispanics may include equity issues including the lack of course offerings at various times during the week that fit within our

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student's schedule, the costs of textbooks, and a need for efficient writing skills. As we transition to face to face again in the fall more resources, added textbooks for students to borrow, more course offerings at various times during the day, Open Educational Resources, and tutoring may help with success rates. Faculty will also need to ensure that they recognize the early signs of academic difficulty among their students, notify students of the services available to them to help in their academic success, increase faculty participation in the follow-up process to help increase success and retention rates and identify student who are exhibiting such behaviors as missing class, not submitting assignments, struggling with the course material, demonstrating poor communication skills, and a having difficulty reading the textbook.

Table 3

2017-2020 Success Rates for ADJ

ADJ												
Academic Year	2017-18					2018-19					2019-20	
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	S
Female	224	177	79.0%	0	0	368	310	84.2%	0	0	394	
African American	9	8	88.9%	0	0	23	16	69.6%	0	0	14	
Asian	6	6	100.0%	0	0	16	11	68.8%	0	0	19	
Hispanic	169	128	75.7%	0	0	256	216	84.4%	0	0	250	
Native American				0	0				0	0	1	
Pacific Islander				0	0				0	0		
Two or More	2	2	100.0%	0	0	6	6	100.0%	0	0	4	
Unknown	2	2	100.0%	0	0	2	2	100.0%	0	0	6	
White	36	31	86.1%	0	0	65	59	90.8%	0	0	100	
Male	179	135	75.4%	0	7	243	173	71.2%	1	32	364	
African American	9	6	66.7%	0	7	25	19	76.0%	0	32	16	
Asian	9	7	77.8%	0	7	18	15	83.3%	0	32	26	
Hispanic	111	84	75.7%	0	7	152	102	67.1%	1	32	222	
Native American				0	7	1	1	100.0%	0	32	1	
Pacific Islander	1	1	100.0%	0	7	1	1	100.0%	0	32	2	
Two or More	2	2	100.0%	0	7	4	4	100.0%	0	32		
Unknown	1	0	0.0%	0	7	4	3	75.0%	0	32	12	
White	46	35	76.1%	0	7	38	28	73.7%	0	32	85	
Total	403	312	77.4%	0	0	611	483	79.1%	0	0	758	

Online courses in ADJ-1 and ADJ-3 were also offered for the first time in 2019-2020 as shown in Table 4. These new online classes may have also contributed to the lower success rates. In fall 2019 the overall success rate in the online classes was 56.6%. They improved to 71.3% by spring 2020. The courses were redesigned with more formative assessments and weekly updates. During spring 2020, online classes were also given a little more gratis because of the quick interchange to fully online classes because of the COVID Pandemic throughout the school. While the rigor and coursework did not change, due dates and deadlines were extended because of the circumstances which may have afforded higher grades to some students. It should also be noted that since the numbers are so small in certain categories that the data may show a significant change when in fact it may have been due to one student's lack of success.

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Table 4

Fall 2019 Online v Spring 2020 Online Success Rates

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Academic Year	2019-20				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	53	29	54.7%	0	4
African American	3	0	0.0%	0	4
Asian	1	1	100.0%	0	4
Hispanic	34	17	50.0%	0	4
Native American				0	4
Pacific Islander				0	4
Two or More	1	1	100.0%	0	4
Unknown	2	2	100.0%	0	4
White	12	8	66.7%	0	4
Male	23	14	60.9%	0	0
African American				0	0
Asian	1	1	100.0%	0	0
Hispanic	14	7	50.0%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown	1	1	100.0%	0	0
White	7	5	71.4%	0	0
Total	76	43	56.6%	0	0

Academic Year	2019-20				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	55	39	70.9%	0	1
African American	6	5	83.3%	0	1
Asian	3	2	66.7%	0	1
Hispanic	30	20	66.7%	0	1
Native American	1	1	100.0%	0	1
Pacific Islander				0	1
Two or More				0	1
Unknown	1	0	0.0%	0	1
White	14	11	78.6%	0	1
Male	25	18	72.0%	0	0
African American	1	1	100.0%	0	0
Asian	1	1	100.0%	0	0
Hispanic	14	9	64.3%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown				0	0
White	9	7	77.8%	0	0
Total	80	57	71.3%	0	0

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A comparison of success rates using only the two courses offered in both modalities was also assessed. Table 5 shows the success rates for online classes verses students taking the same class face to face was less than 2%. However, male students actually performed better in the online classes by 3% of the overall average. The overall drop in 2019-2020 does not appear to be associated with the school's shutdown and conversion to online due to the COVID Pandemic. As the program continues to grow students will gain more confidence in online education, understanding the mission and goals behind discussion boards, and lastly, that with the available resources and professional development, faculty are getting better teaching online.

Table 5

2019-2020 Online v. Face to Face (ADJ-1 & ADJ-3)

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Academic Year 2019-20
 Gender Enrolled Success Success Rate DI Close Gap

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	138	89	64.5%	0	10
African American	11	7	63.6%	0	10
Asian	7	5	71.4%	0	10
Hispanic	83	49	59.0%	0	10
Native American	1	1	100.0%	0	10
Pacific Islander				0	10
Two or More	1	1	100.0%	0	10
Unknown	4	3	75.0%	0	10
White	31	23	74.2%	0	10
Male	59	42	71.2%	0	0
African American	1	1	100.0%	0	0
Asian	4	4	100.0%	0	0
Hispanic	34	21	61.8%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown	1	1	100.0%	0	0
White	19	15	78.9%	0	0
Total	197	131	66.5%	0	0

Academic Year 2019-20
 Gender Enrolled Success Success Rate DI Close Gap

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	106	72	67.9%	0	1
African American	1	0	0.0%	0	1
Asian	3	3	100.0%	0	1
Hispanic	72	49	68.1%	0	1
Native American				0	1
Pacific Islander				0	1
Two or More	2	2	100.0%	0	1
Unknown	1	1	100.0%	0	1
White	27	17	63.0%	0	1
Male	112	77	68.8%	0	0
African American	3	3	100.0%	0	0
Asian	9	8	88.9%	0	0
Hispanic	78	47	60.3%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown				0	0
White	22	19	86.4%	0	0
Total	218	149	68.3%	0	0

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On a positive note, ADJ's success rates (Table 3) have surpassed the college's overall success rates. ADJ's overall success rate for 2017-2018 was 77.4% while the college's success rate was 71.4%, and in 2019-2020 ADJ's student success rates were at 73.1% while the college was at 71.2% (Table 6). In the last four years, this is an overall gain for ADJ of 11%.

Table 6

2017-2020 Success Rates for Norco College

Norco College												
Academic Year	2017-18					2018-19					2019-20	
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success
Female	28,079	20,030	71.3%	0	22	28,656	20,932	73.0%	0	0	31,528	
African American	1,703	1,152	67.6%	0	22	1,897	1,249	65.8%	0	0	2,052	
Asian	2,297	1,852	80.6%	0	22	2,499	2,050	82.0%	0	0	2,913	
Hispanic	17,044	11,767	69.0%	0	22	17,255	12,339	71.5%	0	0	19,139	
Native American	85	52	61.2%	0	22	98	57	58.2%	0	0	103	
Pacific Islander	84	53	63.1%	0	22	95	67	70.5%	0	0	93	
Two or More	409	287	70.2%	0	22	304	240	78.9%	0	0	346	
Unknown	167	125	74.9%	0	22	192	148	77.1%	0	0	385	
White	6,290	4,742	75.4%	0	22	6,316	4,782	75.7%	0	0	6,497	
Male	25,841	18,453	71.4%	0	0	26,392	18,739	71.0%	1	540	28,440	
African American	1,427	923	64.7%	0	0	1,655	1,037	62.7%	0	540	1,833	
Asian	2,870	2,250	78.4%	0	0	3,040	2,328	76.6%	1	540	3,351	
Hispanic	14,419	9,900	68.7%	0	0	14,585	10,025	68.7%	1	540	15,591	
Native American	37	22	59.5%	0	0	67	42	62.7%	0	540	100	
Pacific Islander	72	58	80.6%	0	0	137	114	83.2%	0	540	189	
Two or More	449	348	77.5%	0	0	345	260	75.4%	0	540	394	
Unknown	195	158	81.0%	0	0	224	167	74.6%	0	540	573	
White	6,372	4,794	75.2%	0	0	6,339	4,766	75.2%	1	540	6,409	
Total	53,920	38,483	71.4%	0	0	55,048	39,671	72.1%	0	0	59,968	

Overall Trends in Retention

In 2016-2017, the discipline had 250 enrolled students with an 89.2% retention rate, with male students having a slightly higher retention rate (89.3%) versus our female students at 89.1%. African American females were at the low end of the retention rate at 75%. Compared to the college as a whole, ADJ had a higher retention rate by 3%. However African American female's retention rates were 10% lower than the overall levels of the school (86.6%). The remaining retention numbers were evenly distributed between ADJ and the school as a whole (Table 7).

Table 7

2016-2017 Retention Rates for ADJ and NC

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Administration of Justice						Norco College			
Academic Year	2016-17					Academic Year	2016-17		
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	DI
Female	138	123	89.1%	0	1	Female	28,112	24,281	
African American	4	3	75.0%	0	1	African American	1,862	1,612	
Asian	3	3	100.0%	0	1	Asian	2,404	2,155	
Hispanic	109	98	89.9%	0	1	Hispanic	16,360	14,017	
Native American				0	1	Native American	95	87	
Pacific Islander				0	1	Pacific Islander	96	81	
Two or More	1	1	100.0%	0	1	Two or More	542	468	
Unknown				0	1	Unknown	190	157	
White	21	18	85.7%	0	1	White	6,563	5,704	
Male	112	100	89.3%	0	0	Male	24,911	21,515	
African American	8	7	87.5%	0	0	African American	1,281	1,107	
Asian	8	7	87.5%	0	0	Asian	2,748	2,413	
Hispanic	67	60	89.6%	0	0	Hispanic	13,864	11,816	
Native American				0	0	Native American	53	48	
Pacific Islander	1	1	100.0%	0	0	Pacific Islander	77	70	
Two or More				0	0	Two or More	491	406	
Unknown	3	3	100.0%	0	0	Unknown	215	189	
White	25	22	88.0%	0	0	White	6,182	5,466	
Total	250	223	89.2%	0	0	Total	53,023	45,796	

Since 2016-2017, we have seen an enormous increase in student enrollment in ADJ from 250 to 758, a 300% increase in student enrollment and 89.1% retention rate. In 2017-2018 and 2018-2019, we had a retention rate of over 93%, however there has been a 5% decline in student retention rate in 2019-2020. This can be attributed to not having the necessary coursework offerings for students to complete their degrees in two years. We have been limited to the number and sections of course offerings and have not had the opportunity to meet student needs with daytime, nighttime and online offerings. Several students have gone to RCC and MVC because of the number of sections and open seats they had available. We also lost our dual enrollment courses and had our prison class abruptly canceled. Finally, our counselors were telling students that we did not offer an ADJ ADT at Norco College. This may not be entirely their fault as the ADT was unlisted in our catalog for the last three years, along with Dr. Williams being mistakably unpublished as fulltime faculty. This has since been remedied as of December, 2020. All of the above may have attributed to the reduction in retention rates in 2019-2020. Finally, California's public school enrollment was already decreasing before the pandemic, partly due to [slowing population growth](#) is one last possibility for the decline in retention rates.

While there has been a slight decline in retention in the last academic year, amazingly enough African American male student retention have actually increased by 12%. This can be attributed to the diverse faculty (full and part time) in ADJ and the ability to show inclusiveness, equity and diversity within our instruction and curriculum. Students feel safe in our classes and have the ability to candidly speak without

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fear of reprisal. Different opinions are welcome and drives the conversations regarding constitutional rights, justice, and reform.

Table 8

Student Survey Spring 2020 Question 7

Question 7: The professor encouraged students to express their ideas.	ADJ-1 WE 33123 (24)	ADJ-9 WE 33129 (23)	ADJ 33123 (24)
Strongly Agree	71 %	48 %	71 %
Agree	29 %	39 %	29 %
Neither Agree or Disagree	-	13 %	-
Disagree	-	-	-
Strongly Disagree	-	-	-

Compared to Norco College as a whole, ADJ retention rates are still higher overall as seen in Table 9 and Table 10, by as much as 6-10%. In 2019-2020, female African Americans have a 5.5% greater retention rate in ADJ than the college, male African Americans had a greater retention rate in the double digits in ADJ than the college. This also held true for Hispanics with a greater than 5% retention rate in ADJ over the college. It should also be noted that the greatest number of students in ADJ classify themselves as Hispanics (62%).

Table 9

2017-2020 Retention Rates for ADJ

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ADJ												
Academic Year	2017-18					2018-19					2019-20	
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	R
Female	224	210	93.8%	0	1	368	347	94.3%	0	0	394	
African American	9	8	88.9%	0	1	23	20	87.0%	0	0	14	
Asian	6	6	100.0%	0	1	16	14	87.5%	0	0	19	
Hispanic	169	158	93.5%	0	1	256	242	94.5%	0	0	250	
Native American				0	1				0	0	1	
Pacific Islander				0	1				0	0		
Two or More	2	2	100.0%	0	1	6	6	100.0%	0	0	4	
Unknown	2	2	100.0%	0	1	2	2	100.0%	0	0	6	
White	36	34	94.4%	0	1	65	63	96.9%	0	0	100	
Male	179	168	93.9%	0	0	243	218	89.7%	1	12	364	
African American	9	8	88.9%	0	0	25	22	88.0%	0	12	16	
Asian	9	9	100.0%	0	0	18	16	88.9%	0	12	26	
Hispanic	111	101	91.0%	0	0	152	135	88.8%	0	12	222	
Native American				0	0	1	1	100.0%	0	12	1	
Pacific Islander	1	1	100.0%	0	0	1	1	100.0%	0	12	2	
Two or More	2	2	100.0%	0	0	4	4	100.0%	0	12		
Unknown	1	1	100.0%	0	0	4	3	75.0%	0	12	12	
White	46	46	100.0%	0	0	38	36	94.7%	0	12	85	
Total	403	378	93.8%	0	0	611	565	92.5%	0	0	758	

Table 10
2017-2020 Retention Rates for Norco College

Norco College												
Academic Year	2017-18					2018-19					2019-20	
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Re
Female	28,079	24,163	86.1%	0	269	28,656	24,853	86.7%	0	0	31,528	
African American	1,703	1,473	86.5%	0	269	1,897	1,596	84.1%	0	0	2,052	
Asian	2,297	2,069	90.1%	0	269	2,499	2,270	90.8%	0	0	2,913	
Hispanic	17,044	14,506	85.1%	0	269	17,255	14,917	86.5%	0	0	19,139	
Native American	85	69	81.2%	0	269	98	74	75.5%	0	0	103	
Pacific Islander	84	61	72.6%	0	269	95	83	87.4%	0	0	93	
Two or More	409	338	82.6%	0	269	304	266	87.5%	0	0	346	
Unknown	167	142	85.0%	0	269	192	168	87.5%	0	0	385	
White	6,290	5,505	87.5%	0	269	6,316	5,479	86.7%	0	0	6,497	
Male	25,841	22,484	87.0%	0	0	26,392	22,723	86.1%	0	167	28,440	
African American	1,427	1,199	84.0%	0	0	1,655	1,376	83.1%	0	167	1,833	
Asian	2,870	2,549	88.8%	0	0	3,040	2,690	88.5%	0	167	3,351	
Hispanic	14,419	12,446	86.3%	0	0	14,585	12,372	84.8%	0	167	15,591	
Native American	37	33	89.2%	0	0	67	59	88.1%	0	167	100	
Pacific Islander	72	65	90.3%	0	0	137	123	89.8%	0	167	189	
Two or More	449	394	87.8%	0	0	345	295	85.5%	0	167	394	
Total	53,920	46,647	86.5%	0	0	55,048	47,576	86.4%	0	0	59,968	

Data Review

Our student retention rates as seen in Table 11, in the two semesters of distant education, are a bit lower than our overall retention rate but still higher than the school. Our female student retention rate has declined by 3% but our male student population has increased by 5.4%. As our distant education program is in its infancy, we only have small numbers which can make the data change dramatically. However comparing our 2019-2020 distant education retention data of 86.5% to the college's retention rate of 82.9% it does show that ADJ's retention rate is 3.6% higher than the college's retention rate. It also shows that our distant education program's student enrollment grew 5% in one year (Table 12). Students also expressed that they would recommend ADJ online classes to their family, friends or colleagues as seen in the survey question below (Table 13).

Table 11

2019-2020 Retention Rates Distant Education Fall 2019 and spring 2020

Data Review

Academic Year	2019-20				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	53	47	88.7%	0	0
African American	3	2	66.7%	0	0
Asian	1	1	100.0%	0	0
Hispanic	34	30	88.2%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More	1	1	100.0%	0	0
Unknown	2	2	100.0%	0	0
White	12	11	91.7%	0	0
Male	23	19	82.6%	0	2
African American				0	2
Asian	1	1	100.0%	0	2
Hispanic	14	11	78.6%	0	2
Native American				0	2
Pacific Islander				0	2
Two or More				0	2
Unknown	1	1	100.0%	0	2
White	7	6	85.7%	0	2
Total	76	66	86.8%	0	0

Academic Year	2019-20				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	55	47	85.5%	0	2
African American	6	6	100.0%	0	2
Asian	3	3	100.0%	0	2
Hispanic	30	24	80.0%	0	2
Native American	1	1	100.0%	0	2
Pacific Islander				0	2
Two or More				0	2
Unknown	1	0	0.0%	0	2
White	14	13	92.9%	0	2
Male	25	22	88.0%	0	0
African American	1	1	100.0%	0	0
Asian	1	1	100.0%	0	0
Hispanic	14	12	85.7%	0	0
Native American				0	0
Pacific Islander				0	0
Two or More				0	0
Unknown				0	0
White	9	8	88.9%	0	0
Total	80	69	86.3%	0	0

Data Review

Table 12

2019-2020 Retention Rates Distant Education for ADJ and NC

Data Review

Academic Year	2019-20				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	108	94	87.0%	0	0
African American	9	8	88.9%	0	0
Asian	4	4	100.0%	0	0
Hispanic	64	54	84.4%	0	0
Native American	1	1	100.0%	0	0
Pacific Islander				0	0
Two or More	1	1	100.0%	0	0
Unknown	3	2	66.7%	0	0
White	26	24	92.3%	0	0
Male	48	41	85.4%	0	1
African American	1	1	100.0%	0	1
Asian	2	2	100.0%	0	1
Hispanic	28	23	82.1%	0	1
Native American				0	1
Pacific Islander				0	1
Two or More				0	1
Unknown	1	1	100.0%	0	1
White	16	14	87.5%	0	1
Total	156	135	86.5%	0	0

Academic Year	2019-20				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	4,802	3,982	82.9%	0	2
African American	493	392	79.5%	0	2
Asian	355	321	90.4%	0	2
Hispanic	2,598	2,120	81.6%	0	2
Native American	27	23	85.2%	0	2
Pacific Islander	32	30	93.8%	0	2
Two or More	76	60	78.9%	0	2
Unknown	66	55	83.3%	0	2
White	1,155	981	84.9%	0	2
Male	2,741	2,274	83.0%	0	0
African American	239	191	79.9%	0	0
Asian	340	308	90.6%	0	0
Hispanic	1,360	1,092	80.3%	0	0
Native American	10	5	50.0%	0	0
Pacific Islander	23	18	78.3%	0	0
Two or More	51	38	74.5%	0	0
Unknown	54	44	81.5%	0	0
White	664	578	87.0%	0	0
Total	7,543	6,256	82.9%	0	0

Table 13

Data Review

Student Survey Spring 2020, Question 14

Question 14: Would you recommend this online course to your family, friends, or colleagues?	ADJ-1 WE 33123 (24)	ADJ-9 WE 33129 (23)	ADJ-1: 331: (32)
Definitely, yes	-	-	-
Yes	-	-	-
Maybe	-	-	-
No	-	-	-
Absolutely not	-	-	-

ADJ is very active in using Canvas to support learning. All lectures are captured via Survey Monkey and closed captioned using TechSmith Knowmia and YouTube so students can access them on demand when enrolled in our distant education classes. Distant Education courses have outlines with specific assignments and links to relevant subjects on the information as well as continual discussion board posts and posting done among students in group settings. Students have the feel of a face to face class but it is all done online in front of their computer screen. A deficiency which may cause our numbers to be below 90% is the lack of student resources in our distant education courses and Wi-Fi deficiencies which we have all experienced in the last year. Students are reminded that their smart phones may not be sufficient to complete our courses as they require students to access pdf files, research materials, and handouts for assignments along with a multitude of office programs to complete their assignments.

Program of Study

Our ADJ program has grown over 54% in the last three years with declared majors. The largest growth rate is within our Hispanic student population making up 73% of our ADJ majors. This is 16% higher than the overall Hispanic and Latino student population at Norco College (57%) in 2019-2020 (Table 14). Our number of female black students declaring ADJ as their major has doubled, our male black student ADJ majors has tripled, and both female and male Hispanic students declaring ADJ as their major has also doubled. Our female white students have doubled with ADJ declared as their major and our male white ADJ student majors have stayed relatively the same. Our male Asian students declaring ADJ as their major is our outlier with a 1000% growth rate. However the aggregate numbers are still very small overall with only 4% of our black students identifying ADJ as their major. This is less than the 6% black student population at Norco College. Finally, females declaring ADJ as their major has doubled in the last four years and our male students declaring ADJ as their major has grown by 59%. Further growth can only happen if we add more class sections in both face to face and distant education sections.

Table 14

Program of Study: Students Majoring in ADJ

Data Review

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Female	105	92	117	163	185
Amer Ind/Alaska Nat			1		
Asian	3	4	5	4	
Black	5	4	6	6	8
Hispanic/Latino	76	65	80	127	137
Nat Hawaii or Other PI	2	2			1
Two or More Races	1		3	4	1
Unknown/Unreported	1			1	
White	17	17	22	21	38
Male	139	87	92	116	146
Amer Ind/Alaska Nat	1	2		1	
Asian	3	1	2	7	10
Black	4	2	4	4	7
Hispanic/Latino	102	64	65	78	108
Nat Hawaii or Other PI		1		1	1
Two or More Races	4	3	5	4	2
Unknown/Unreported					2
White	25	14	16	21	16
Unreported	3	2	1	2	2
Black				1	1
Hispanic/Latino	1				
Unknown/Unreported	1	1	1		
White	1	1		1	1
Total	247	181	210	281	333

Student Educational Plan

Alarming, the number of students who have met with a counselor and developed an educational plan is only 15%. That leaves a tremendous gap where students must attempt to navigate their way through the program themselves. ADJ faculty do their best to advise students define an educational plan for themselves. What is not taken into account is the amount of time faculty spend advising students. Last year we submitted an ADJ guided pathway handout with suggested GE courses in hopes of filling the gap our counselors are unable to provide. As seen by the data in Table 15, 85% of our students do/did not have a complete educational plan over the last five years, however it is better than the college's lack of educational plans which is at 87.8%. This data leads me to believe that Norco College's counseling department needs more efficient ways to help our students, or more counselors. Either way, there is certainly an equity gap that needs attention.

Table 15

ADJ Student Educational Plan

Data Review

Student Educational Pan	2015-16	2016-17	2017-18
Student did not complete a credit education plan during the term	98.38%	95.58%	83.33%
Student developed an abbreviated credit education plan	0.81%		
Student developed an abbreviated and a comprehensive credit education plan		2.21%	0.48%
Student developed a comprehensive credit education plan	0.81%	2.21%	16.19%
Total	100.00%	100.00%	100.00%

Student Awards

Program award data for ADJ only encompasses 2015-2018. There is no data showing for 2018-2020. There have only been 11 degrees awarded or certificates earned in ADJ since 2016. This program is still in its infancy which can contribute to the small numbers. There was also a disconnect with counseling at Norco College. Counselors were enrolling students through RCC because they did not know we had an ADJ program here at Norco College. These students attended Norco College but RCC was considered their home college. This is in the process of being remedied this academic year and I expect that the numbers will climb since students are now aware that we offer an ADT in ADJ and a certificate in Crime Scene Investigations. More alarmingly is that in the course of the last three years, dozens of ADJ students have walked at graduation or participated in our virtual graduation last year and their numbers are not represented in the data. Is this because students did not actually earn their degree or certificate? More investigation will need to take place. Once more data becomes available, I expect to see the numbers grow and meet the current degrees and certificates awarded by the college based on our student's program of study data from 2019-2020 which is currently 11% (17,124 total students with a program of study divided by the number of awards issued in the same year). The expected number of students who should get a degree would be approximately 36.

Action Plan/Overall Program Review

A review of the ADJ program's success and retention data, provided by the Office of Institutional Effectiveness, displays that the ADJ program continues to improve in success and remains constant in retention with an overall increase in success rate in ADJ courses since 2016 of 10.7%. Overall retention rates in ADJ have remained relatively the same since 2016 at 89.1%. These percentages are both higher than the current averages for the College and the School of Social and Behavioral Sciences as seen in Table 16. Success rates for online classes is lower, consistent with numbers seen in other programs, although currently the ADJ program has only offered online courses for 3 classes: ADJ-1, ADJ-2, and ADJ-9 and for only two semesters. The average online success rate in 2019-2020 was 66.5%. This does include the conversion to distant education during the COVID Pandemic.

Table 16

2016-2020 Success and Retention Rates for ADJ, SBS and NC

Data Review

	Success Rate	Success Rate	Retention Rate	Retention Rate
	2016	2020	2016	2020
ADJ	62.4	73.1	89.2	89.1
School of SBS	72.3	73.1	88.2	87.6
Norco College	71.0	71.2	86.4	83.5

School of SBS and College #s do not include ADJ.

The success rates for our general education courses (ADJ-1, ADJ-3, and ADJ-9) show room for improvement. The ADJ program shows the lowest retention and success rates within these three courses as shown earlier, with our elective courses in ADJ having the higher rates of success and retention. The ADJ program needs to focus and identify what factors may be in the control of the program, the structure, and the faculty that can be changed or improved in order to benefit students and result in increased success rates. This can include further professional development in teaching and learning, professional development in Distant Education, learning and implementing new engaging platforms, providing more and equitable resources to students, navigating better through Canvas, encouraging better communication with students on their responsibilities, reevaluation of CORs, SLOs and PLOs and student feedback.

The ADJ program has seen a significant increases in the past three years in crime scene investigations and our latest criminalistics course. Students were able to get hands on training to make them more employable before the COVID Pandemic. Least successful areas includes the inability to tie in cultural aspects of smart devices which also becomes a potential equity issue for students without a smart device. Comprehension could increase significantly. This will be remedied with the 49 new computer tablets and portable cart which was funded through PERKINS last year and the various other technology purchased in past years and currently requested through the latest Perkins grant request.

Courses are distributed between face-to-face and online, providing students a variety of ways to access the curriculum. The small dip in enrollment of declared majors can be attributable to a variety of factors, including a drop in enrollment across all programs or a lack of access to necessary classes or online offerings within the program. ADJ's success rates are in line with NC's set standard for student achievement of 71%. The ADJ program still lacks in providing more class sections or online class section offerings. Faculty are also actively recruiting disproportionately affected populations by inviting guest speakers with these same demographics, providing concrete examples of how students within our minority groups, especially Hispanics and African Americans can be successful in law enforcement and criminal justice professions.

Data Review

Most successful students are those enrolled in face-to-face courses, attend regularly, read materials, listen to lectures and instructions, take notes, complete assignments, review feedback from professors, and ask for help or clarification. This holds true for summative assessments such as exams and writing assignments, and formative assessments such as discussion boards and student engagement. Across the district we have internship opportunities with the Riverside County Sheriff's Department, Riverside County District Attorney's Office, and Riverside County Probation. These are offered across the district to give students real-life experiences that can lead to possible employment within the criminal justice system as well as helping them determine if they have a real passion for the criminal justice profession.

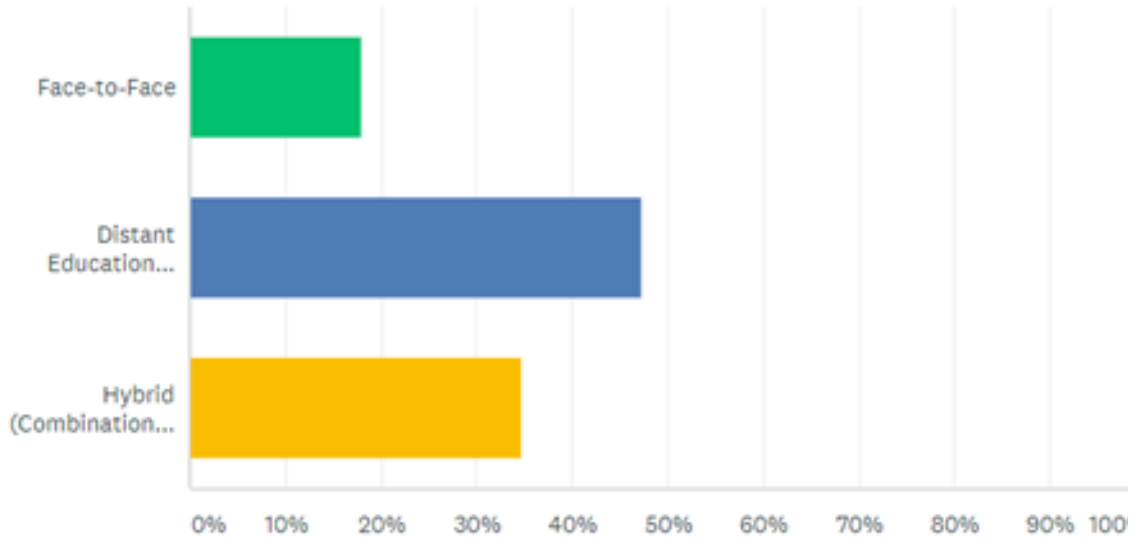
Academic support is also needed to offer courses across schedule times, days, and also online. ADJ faculty have met with counseling to identify the guided pathways within our program and the courses needed to better serve our students. Program mapping is now being used with our guided pathway handouts to assure students are on the right path to earn their degree or award in a timely manner.

The ADJ program has seen a significant increase in both student interest and requests for more flexibility in access to courses, including hybrid and online offerings. In March, 2021, a survey was sent to students enrolled in all of our ADJ classes about their educational preferences beginning in fall 2021. The data revealed that almost 18% of our students prefer face to face classes if they are taking multiple courses, 35% would prefer some type of hybrid class, and 47% would prefer an all online class. If students were taking only one class, the percentages change to 23% wanting face to face, to 31.5% requesting some sort of hybrid and 45% still preferring to take an online class as seen in Figures 1 and 2.

Data Review

Thinking in terms of taking multiple classes - In Fall 2021, please select the type of instruction you would prefer.

Answered: 190 Skipped: 0



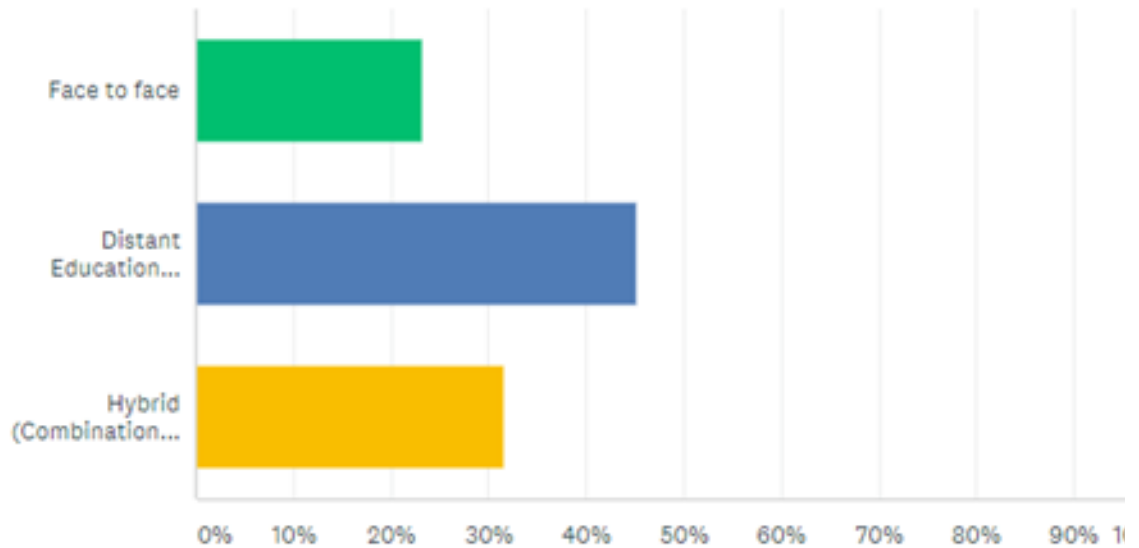
ANSWER CHOICES	RES
▼ Face-to-Face	17.8%
▼ Distant Education (Online)	47.3%
▼ Hybrid (Combination of online and face-to-face)	34.7%
TOTAL	

Figure 1: Instructional Preference of ADJ/CTE students taking more than one class.

Data Review

Thinking in terms of one class only - In Fall 2021, please select the instruction you would prefer.

Answered: 190 Skipped: 0



ANSWER CHOICES	RE
Face to face	23
Distant Education (Online)	45
Hybrid (Combination of face to face and online)	31
TOTAL	

Figure 2: Instructional Preference of ADJ/CTE students taking only one class.

We have committed resources to increasing this program as there is an industry need for these degrees and certificates. We are the only regional community college to service students on the west side of Riverside County, particularly in light of the discontinuance of most of the local for-profit career colleges. We are in a unique position to help these displaced students and provide a better education than they were receiving without leaving them in crippling debt. The success and retention rates, and the growth of students declaring ADJ as their major, seem to support the request for more ADJ course sections and the expansion of the program.

2021-2022 Update

Preamble

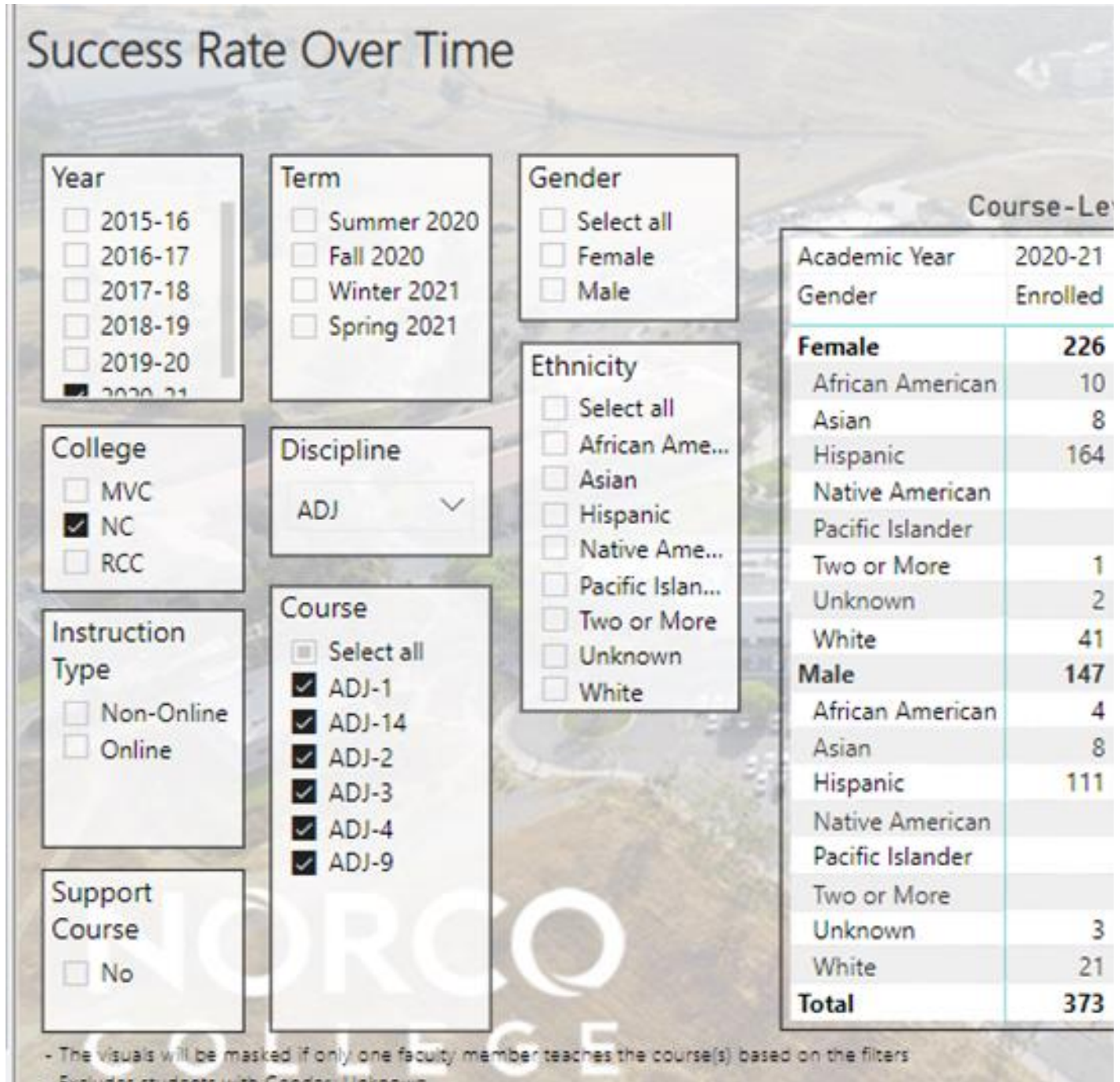
Since last year, ADJ has added an AS degree to its program along with revamping the CSI Certificate into a state approved 21-unit certificate to make our students more employable in the field of crime scene investigation, which also added new courses into our catalog of course offerings. We also developed a non-

Data Review

credit ADJ course in Community Emergency Response Team (CERT) which aligns itself with the Department of Justice's FEMA program which will be offered beginning in the Fall. All data was looked at to see if any significant changes occurred since last year.

Success and Retention Rates:

Using the latest data available, Summer and Fall of 2020-2021, the ADJ program has seen a decline in total enrollment. This was more likely due to COVID and the District's move to distant education, with only a few F2F offerings. Success and retention levels have also decreased. Students have shared their struggles with work/life balance and difficulties navigating the new normal.



Data Review

Retention Rate Over Time

Year

2013-14

2016-17

2017-18

2018-19

2019-20

2020-21

Term

Summer 2020

Fall 2020

Winter 2021

Spring 2021

Gender

Select all

Female

Male

College

MVC

NC

RCC

Discipline

ADJ ▼

Ethnicity

Select all

African Ame...

Asian

Hispanic

Native Ame...

Pacific Islan...

Two or More

Unknown

White

Instruction Type

Non-Online

Online

Course

Select all

ADJ-1

ADJ-14

ADJ-2

ADJ-3

ADJ-4

ADJ-9

Support Course

No

Course-Level	
Academic Year	2020-21
Gender	Enrolled
Female	226
African American	10
Asian	8
Hispanic	164
Native American	
Pacific Islander	
Two or More	1
Unknown	2
White	41
Male	147
African American	4
Asian	8
Hispanic	111
Native American	
Pacific Islander	
Two or More	
Unknown	3
White	21
Total	373

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters.
 - Excludes students with Gender: Unknown

Students that enrolled in the DE courses showed significantly higher success and retention rates for the same time period.

Success Rate Over Time

Year

 2015-16
 2016-17
 2017-18
 2018-19
 2019-20
 2020-21

Term

 Summer 2020
 Fall 2020
 Winter 2021
 Spring 2021

Gender

 Select all
 Female
 Male

Ethnicity

 Select all
 African Ame...
 Asian
 Hispanic
 Native Ame...
 Pacific Islan...
 Two or More
 Unknown
 White

College

 MVC
 NC
 RCC

Discipline

ADJ ▼

Instruction Type

 Non-Online
 Online

Course

 Select all
 ADJ-1
 ADJ-14
 ADJ-2
 ADJ-3
 ADJ-4
 ADJ-9

Support Course

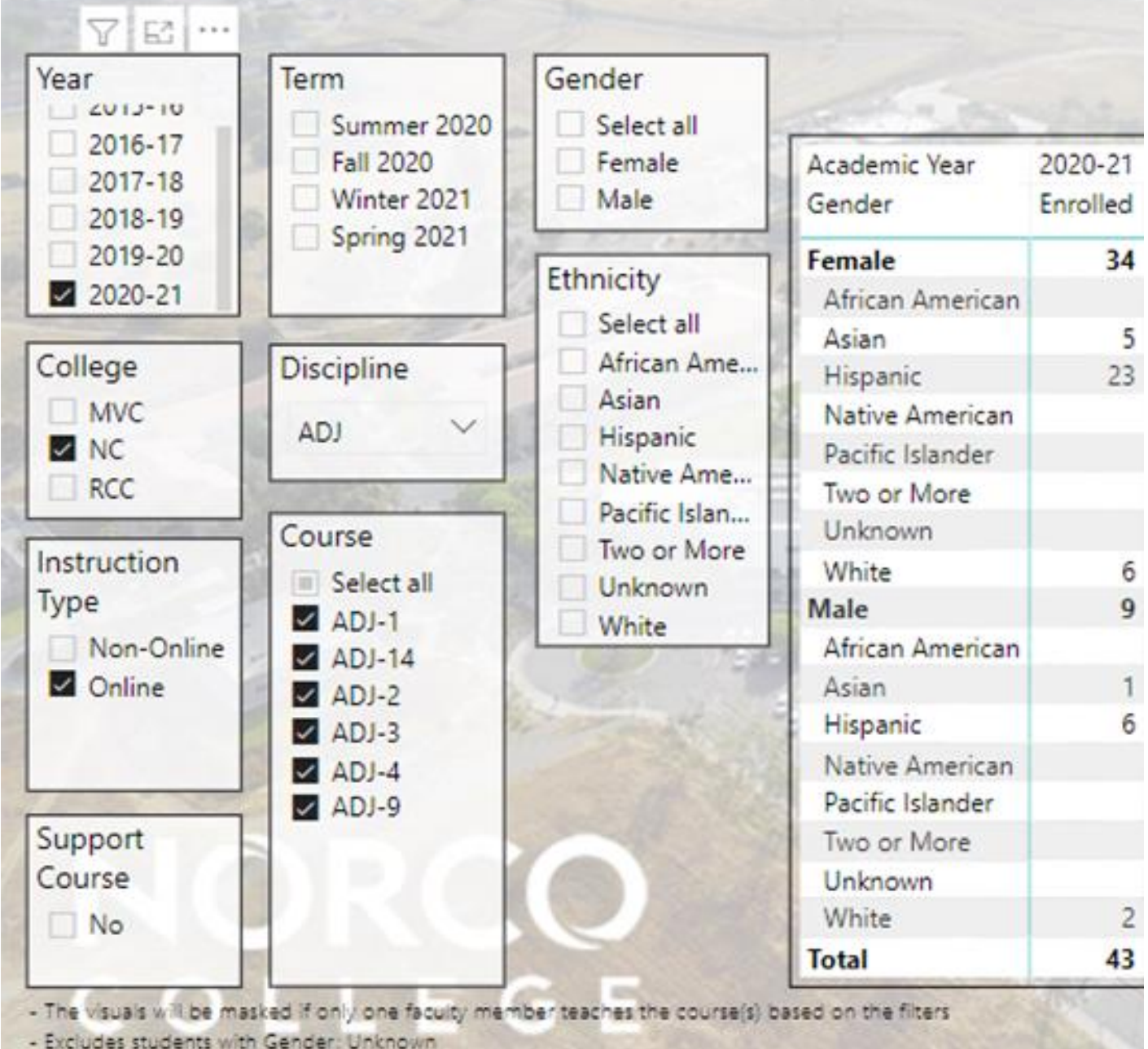
 No

Academic Year	2020
Gender	Enro
Female	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
Two or More	
Unknown	
White	
Male	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
Two or More	
Unknown	
White	
Total	

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
 - Excludes students with Gender: Unknown

Data Review

Retention Rate Over Time



While the above may be somewhat concerning, it should also be noted that the current 2022-2023 College Core Indicator Information for ADJ shows Cohort Year CTE Enrollment at 491 and CTE Headcount at 370. Under Post-Secondary Retention and Placement, ADJ is 22.7 percent above the negotiated district and state level, and 25.5 percent above negotiated levels among individuals with economically disadvantaged families. Each Core Indicator shows that the ADJ program is above the negotiated levels as shown in the chart below.

Data Review

Cohort Year CTE Enrollments: 491

(includes CTE enrollments above introductory level only)

CTE Headcount

(CTE students enrolled)

Core Indicator 1 - Cohort Yr: 2019- 2020 Postsecondary Retention & Placement			Negotiated Level		Col
	Count	Total	State	District	Perform
1 CTE Cohort*	70	72	74.53	74.53	97
2 Individuals Preparing for Non-Traditional Fields	34	35	74.53	74.53	97
3 Out of Workforce Individuals			74.53	74.53	N
4 Individuals with Economically Disadvantaged Families	39	39	74.53	74.53	100
5 English Learners			74.53	74.53	N
6 Single Parents	2	2	74.53	74.53	100
7 Individuals with Disabilities	7	7	74.53	74.53	100
8 Homeless Individuals			74.53	74.53	N
9 Youth in Foster Care	1	1	74.53	74.53	100
10 Youth with Parent in Active Military			74.53	74.53	N

Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential			Negotiated Level		Colle
	Count	Total	State	District	Perform
11 CTE Cohort*	35	37	81.32	81.32	94.5
12 Individuals Preparing for Non-Traditional Fields	17	18	81.32	81.32	94.4
13 Out of Workforce Individuals			81.32	81.32	N/E
14 Individuals with Economically Disadvantaged Families	15	15	81.32	81.32	100.0
15 English Learners			81.32	81.32	N/E
16 Single Parents	1	1	81.32	81.32	100.0
17 Individuals with Disabilities	2	2	81.32	81.32	100.0
18 Homeless Individuals			81.32	81.32	N/E
19 Youth in Foster Care			81.32	81.32	N/E
20 Youth with Parent in Active Military			81.32	81.32	N/E

Data Review

Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment			Negotiated Level		Colleg Performa
	Count	Total	State	District	
21 CTE Cohort*	37	71	23.43	23.43	52.11
22 Individuals Preparing for Non-Traditional Fields	37	71	23.43	23.43	52.11
23 Out of Workforce Individuals			23.43	23.43	N/R
24 Individuals with Economically Disadvantaged Families	21	39	23.43	23.43	53.85
25 English Learners			23.43	23.43	N/R
26 Single Parents	1	2	23.43	23.43	50.00
27 Individuals with Disabilities	4	6	23.43	23.43	66.67
28 Homeless Individuals			23.43	23.43	N/R
29 Youth in Foster Care	1	1	23.43	23.43	100.00
30 Youth with Parent in Active Military			23.43	23.43	N/R

Core Indicator 4 - Cohort Yr: 2019- 2020 Employment			Negotiated Level		Colle Perform
	Count	Total	State	District	
31 CTE Cohort*	16	19	73.00	73.00	84.2
32 Individuals Preparing for Non-Traditional Fields	7	9	73.00	73.00	77.7
33 Out of Workforce Individuals			73.00	73.00	N/R
34 Individuals with Economically Disadvantaged Families	9	10	73.00	73.00	90.0
35 English Learners			73.00	73.00	N/R
36 Single Parents	DR	DR	73.00	73.00	DR
37 Individuals with Disabilities	DR	DR	73.00	73.00	DR
38 Homeless Individuals			73.00	73.00	N/R
39 Youth in Foster Care			73.00	73.00	N/R
40 Youth with Parent in Active Military			73.00	73.00	N/R

Student Educational Plan: The data below shows that our students are still not meeting with a counselor and developing an educational plan . This continues to be alarming as our students, especially now, need

Data Review

more guidance so they can complete their degrees in a timely manner to become employed in a workforce making a livable wage.

Student Educational Plan	2016-17	2017-18	2018-19	2019-20	2020-21
Student did not complete a credit education plan during the term	95.51%	86.10%	83.58%	80.20%	73.80%
Student developed an abbreviated credit education plan	1.12%	1.69%	0.98%	0.99%	6.20%
Student developed an abbreviated and a comprehensive credit education plan	1.50%	0.34%	1.23%	0.99%	2.25%
Student developed a comprehensive credit education plan	1.87%	11.86%	14.22%	17.82%	17.75%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Student Awards: While the number of students have decreased in the program since COVID, our graduation rates and earned degrees/certificates have increased. See the table below.

Degrees							Certificates				
Gender x Ethnicity	16-17	17-18	18-19	19-20	20-21	Total	Gender x Ethnicity	16-17	17-18	20-21	Total
<input checked="" type="checkbox"/> Female	2	4	17	16	24	63	<input checked="" type="checkbox"/> Female	1	1	2	4
Asian					1	1	Hispanic/Latino	1		1	2
Black or African American				1		1	<input checked="" type="checkbox"/> Male	2	1	3	6
Hispanic/Latino	1	4	14	14	18	49	Hispanic/Latino	1	1	2	4
Two or More Races			1		1	2	White	1		1	2
Unknown/Unreported				1		1	Total	3	1	1	5
White	1		2		4	7					
<input checked="" type="checkbox"/> Male	2	2	5	15	13	37					
Asian				1	2	3					
Black or African American				1	1	2					
Hispanic/Latino	1	1	3	8	9	22					
Two or More Races				1		1					
White	1	1	2	4	1	9					
Total	4	6	22	31	37	100					

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Student Equity

ADJ faculty are very active in working to decrease student equity gaps through both access and success. The curriculum ties very closely to career aspirations and includes specific examples of people in careers -- many of which offer higher than living-wage salaries upon employment (See Table 1). In the past year, fulltime and part-time faculty have also attended over 100+ hours of training specific to equity-related topics, including serving specific student populations. Reviewing the program as a whole it appears that gaps exist with our Hispanic students however, equity gaps in specific courses was not available because

Data Review

of the number of faculty that taught the course or number of times the course was offered in the last four years.

ADJ faculty have been actively working with the other two colleges in our district to allow ADJ students access to the courses they need to graduate in the shortest amount of time so they can begin their professional careers or continue their education at a four-year university. Each of our courses have a heavy writing component which mirrors workforce requirements. As such, we are suggesting to our students to utilize the writing center and/or tutoring to improve in their writing skills in hopes of increasing success and retention in our courses.

The disaggregate data for success by race and ethnicity from 2017 through 2021 identify only one group with equity gaps in success; male Hispanics (Table 17). Looking deeper into the program, it appears the courses affecting this equity gap include ADJ-1, ADJ-8, and ADJ-9 (Table 18). Both ADJ-1 and ADJ-9 are GE courses and the disproportionate impact may exist because students are not prepared for the rigor involved in this program. ADJ-8 is our juvenile justice class which has a research and heavy writing component. There was also an equity gap in success identified through the disaggregated data with female Hispanics in ADJ-9 (Table 19).

Table 17

2017-2021 Equity Gaps in Success Rates in ADJ

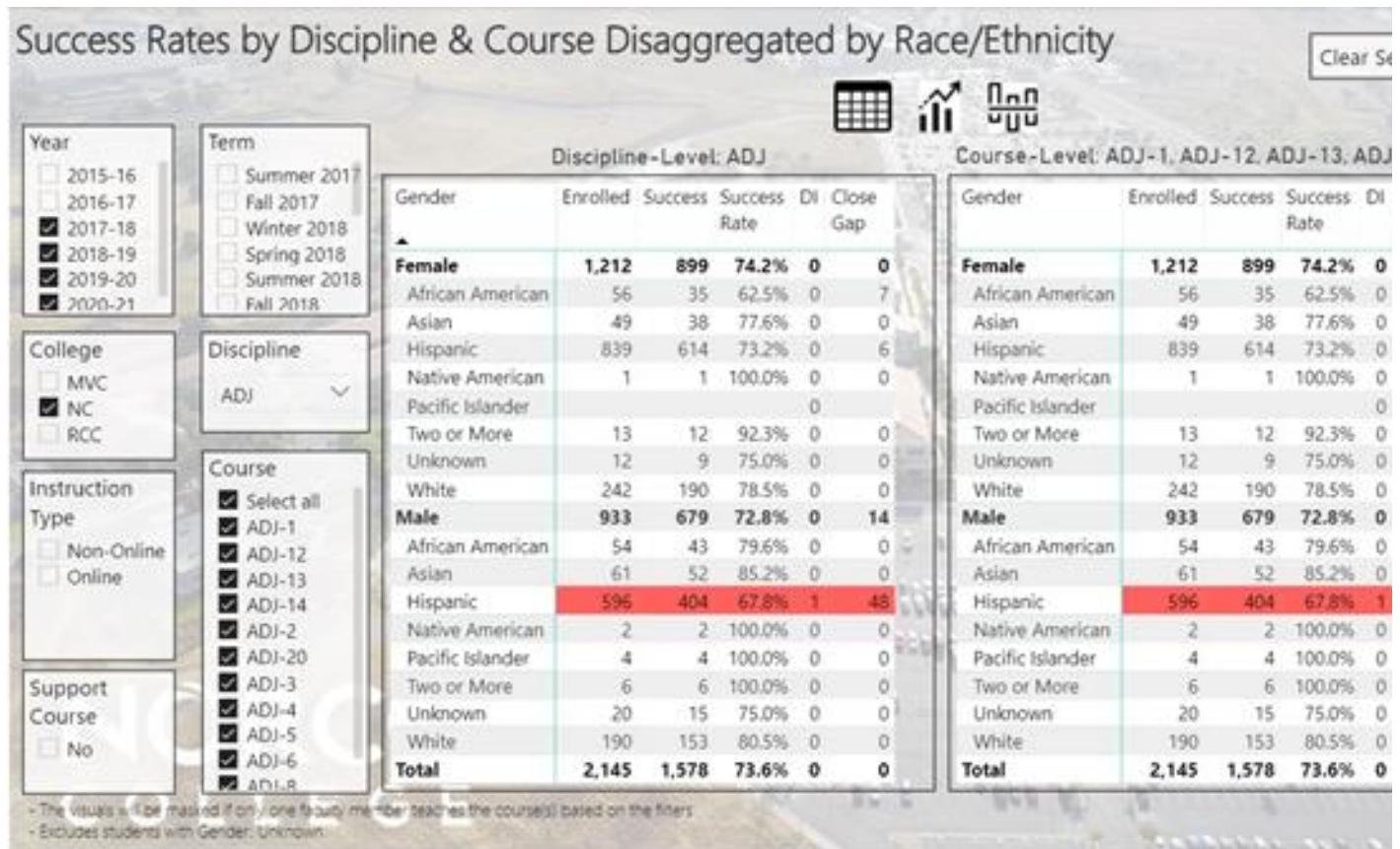


Table 18

2017-2021 Equity Gaps in Success Rates in ADJ-1, ADJ-8, and ADJ-9

Data Review

Data Review

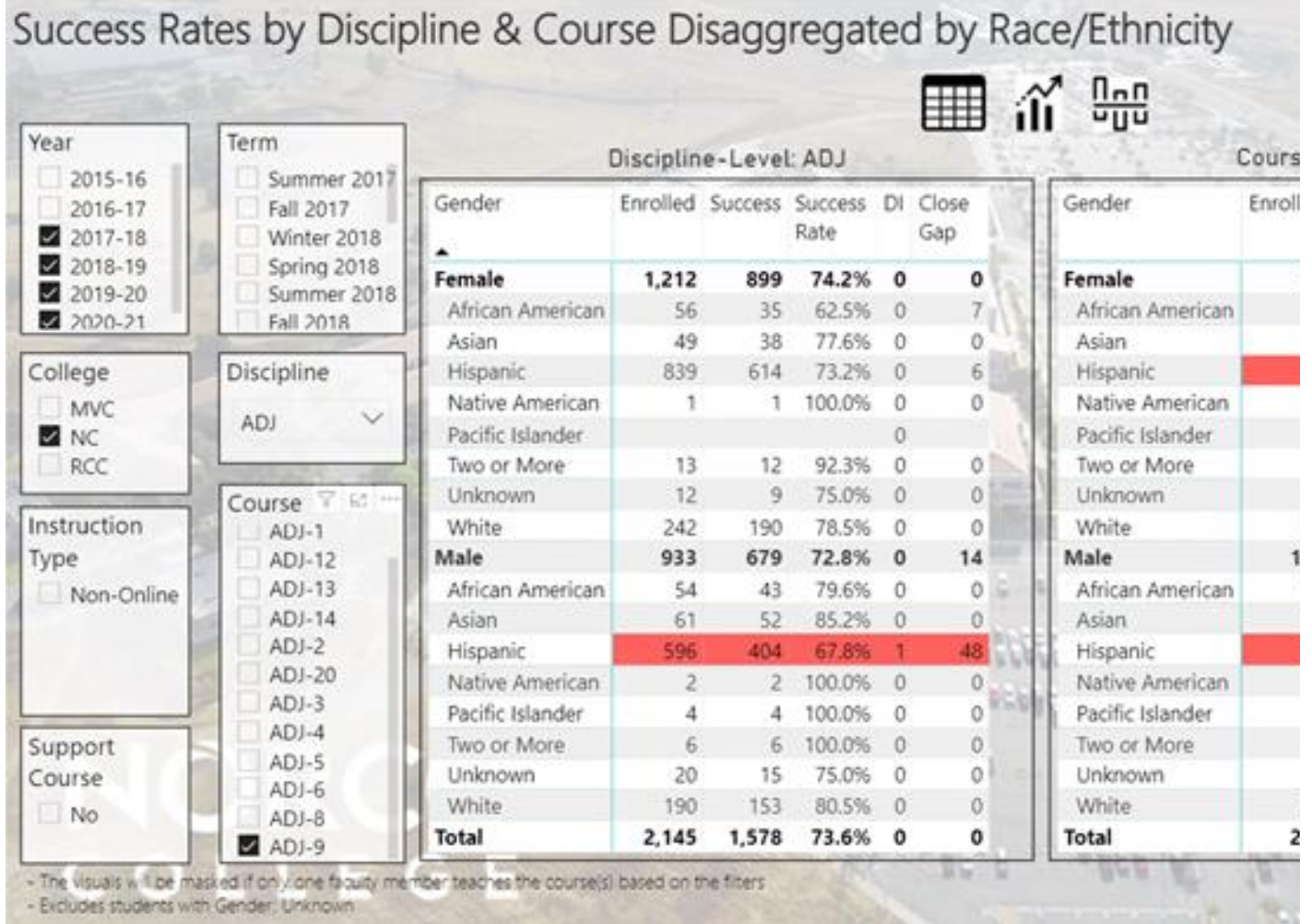
Course-Level: ADJ-1, ADJ-9					
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	524	371	70.8%	0	0
African American	22	15	68.2%	0	1
Asian	30	27	90.0%	0	0
Hispanic	360	248	68.9%	0	10
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	5	4	80.0%	0	0
Unknown	5	3	60.0%	0	1
White	101	73	72.3%	0	0
Male	443	312	70.4%	0	2
African American	32	27	84.4%	0	0
Asian	36	30	83.3%	0	0
Hispanic	267	163	61.0%	1	36
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	3	3	100.0%	0	0
Unknown	12	10	83.3%	0	0
White	87	73	83.9%	0	0
Total	967	683	70.6%	0	0

Data Review

Course-Level: ADJ-8					
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	75	56	74.7%	0	0
African American	4	2	50.0%	0	1
Asian	4	2	50.0%	0	1
Hispanic	56	43	76.8%	0	0
Native American				0	
Pacific Islander				0	
Two or More	1	1	100.0%	0	0
Unknown	1	1	100.0%	0	0
White	9	7	77.8%	0	0
Male	35	16	45.7%	1	11
African American	1	0	0.0%	0	1
Asian	2	1	50.0%	0	1
Hispanic	22	9	40.9%	1	7
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	2	0	0.0%	0	2
White	8	6	75.0%	0	0
Total	110	72	65.5%	0	0

Table 19
2017-2021 Equity Gaps in Success Rates in ADJ-9

Data Review



Looking at the disaggregate data from 2019-2020 the data changes and identified our female Hispanics with a disproportionate impact in success (Table 20). Interestingly enough with the COVID Pandemic and the abrupt change to online instruction in spring 2020, when looking at the fall 2019 and spring 2020 data, the fall semester showed disproportionate success, but the spring semester did not reveal any equity disparities in our female students (Table 21). This may be contributed to the lectures being recorded and closed captioned allowing our students to watch and re-watch at their leisure. Extensions were also granted on assignments unlike in a face to face course where deadlines were adhered to without exception unless a student had a serious and compelling reason to submit an assignment late. Data pertaining to our Hispanic male students revealed no equity gaps overall in the 2020-2021 academic year (Table 21). However, an equity gap in success did exist in the spring 2020 (Table 22). This may be attributed to our students taking on more responsibility and having difficulties managing life, work and school.

Table 20
 2019-2020 Equity Gaps in Success Rates in ADJ"

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

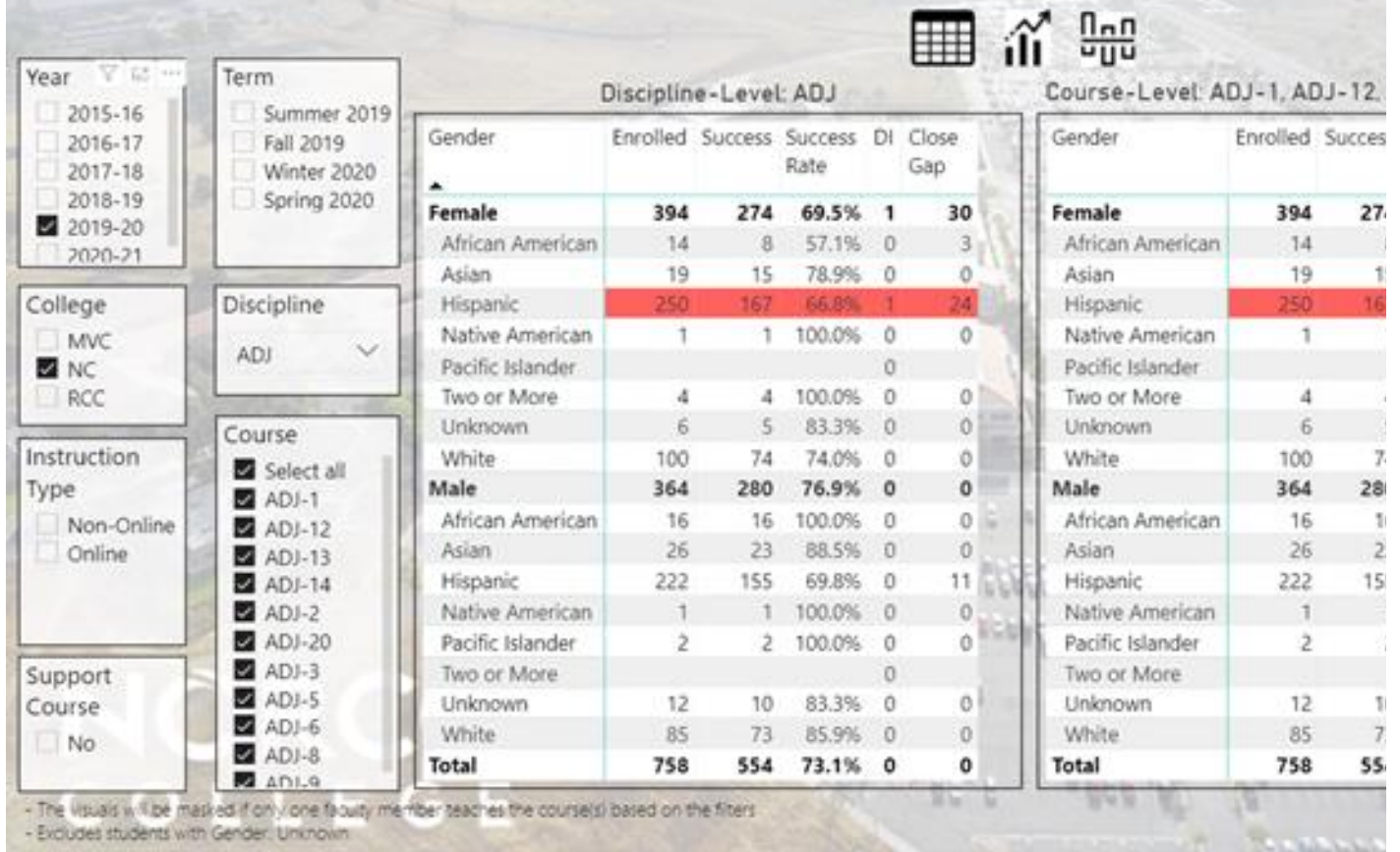


Table 21
 2019-2020 Equity Gaps in Success Rates in Fall 2019

Data Review

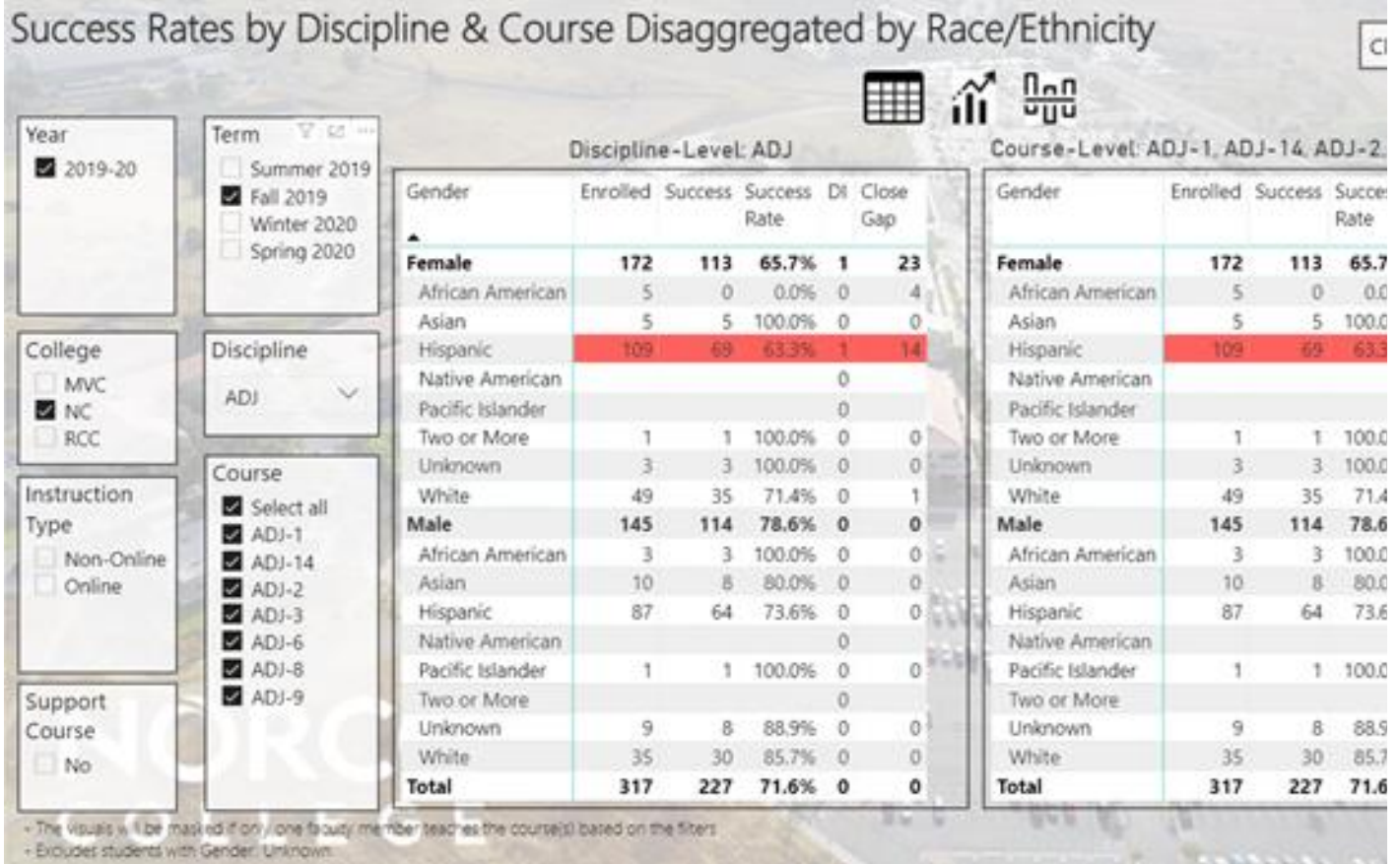
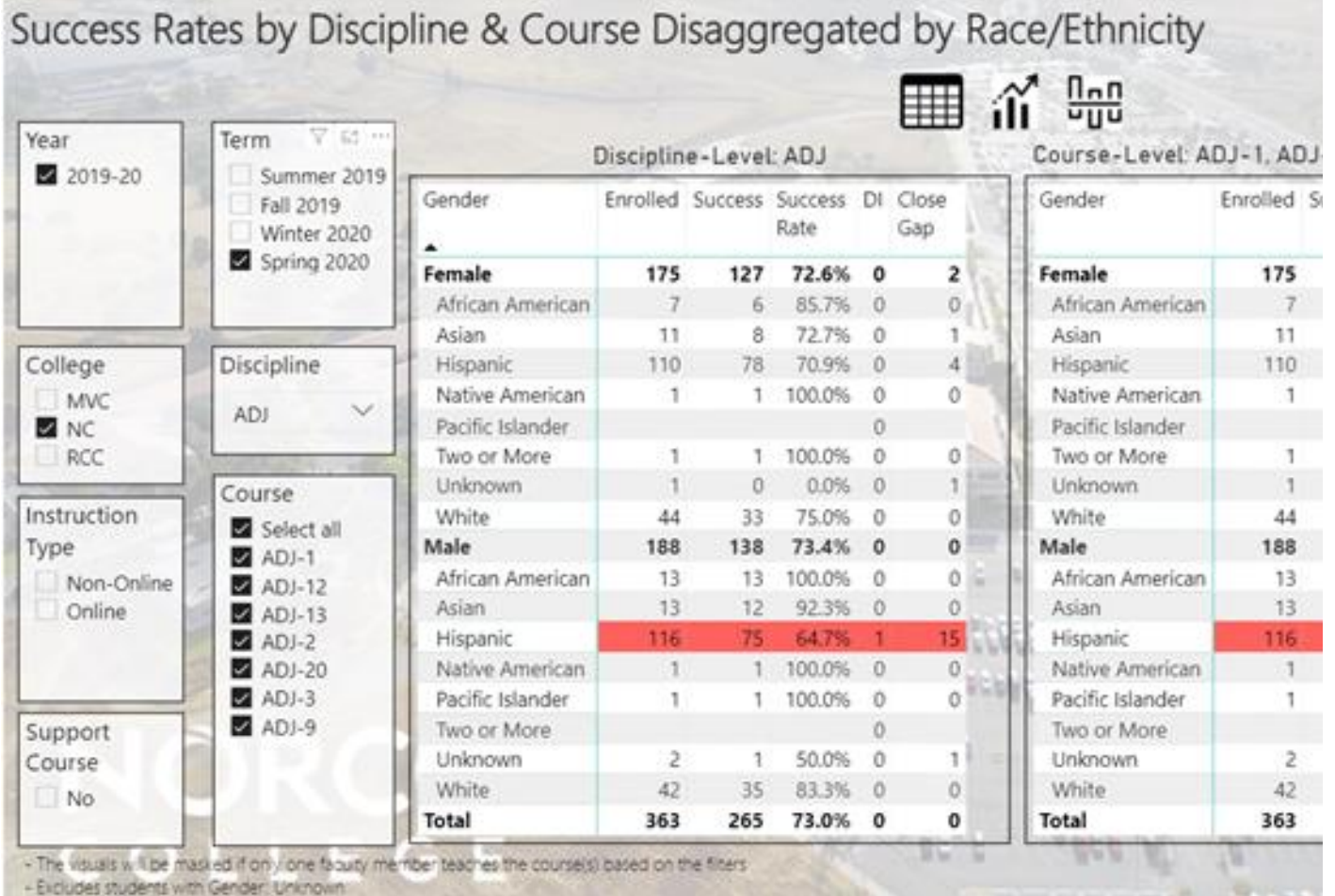


Table 22
 2019-2020 Equity Gaps in Success Rates in Spring 2020

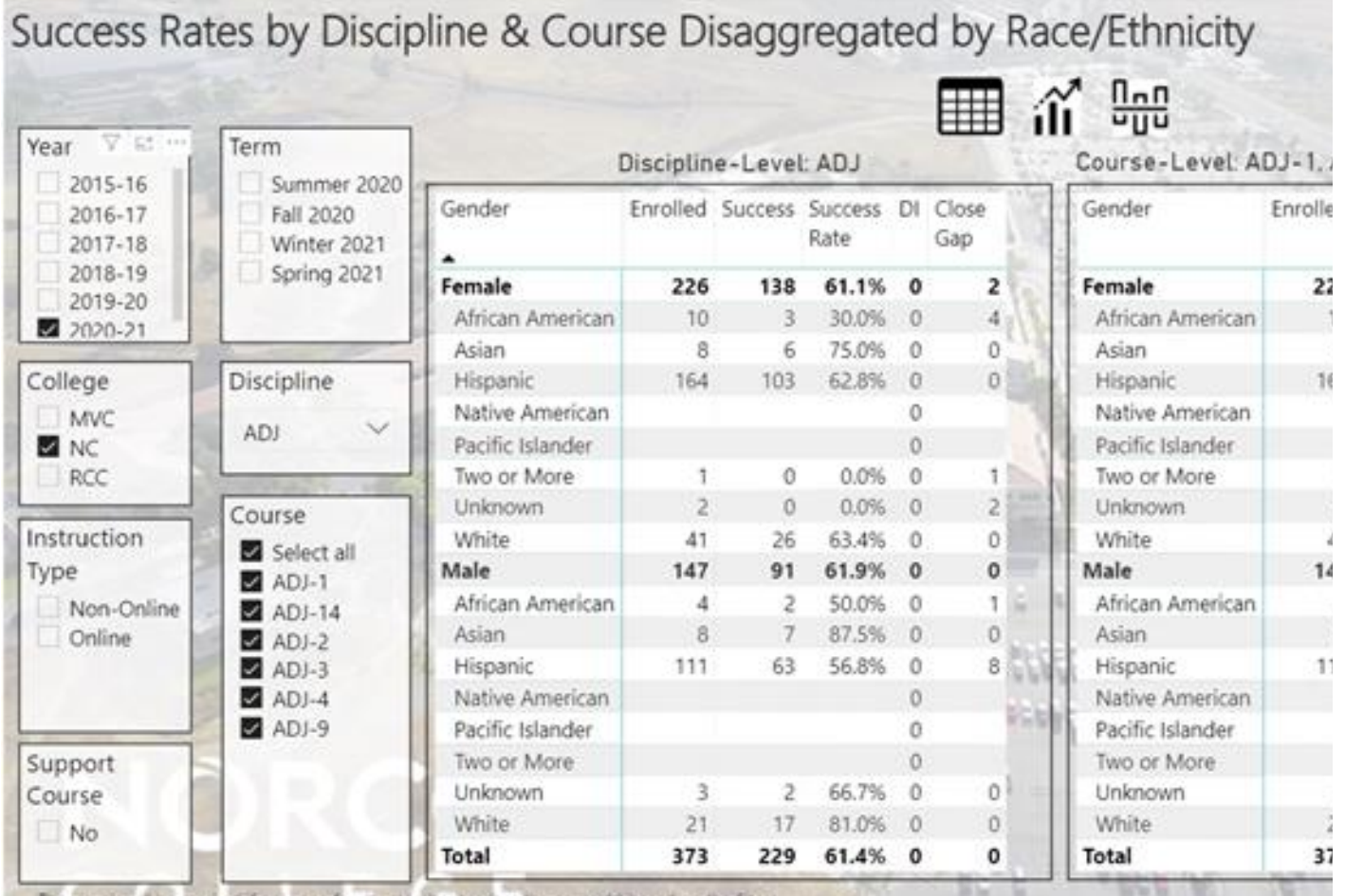
Data Review



The disaggregate data during fall 2020 reveals there are no equity gaps in success! This may be attributed to student having flexible schedules to study, students are not having to spend time driving to campus, course outlines are clear, concise and clustered so students have the ability to study at their leisure. Classes were all asynchronous, again allowing students the flexibility and not requiring them to attend at a specific time. This supports the research and conversations taking place in education about flipping the classroom and allowing more hybrid courses.

Table 23
 2020-2021 Equity Gaps in Success Rates

Data Review



Disaggregate Data in Retention Rates by Race/Ethnicity

The disaggregate data in retention rates are very similar to the success rates from 2017-2021 identifying our male Hispanics as those with inconsistent retention rates. However even with the equity gap, the data reveals that our male Hispanic students' retention rate is at 86.2% as seen in Table 24. The data also reveals in Table 25, that the two classes with equity gaps in retention happen to be our GE courses ADJ-1 and ADJ-9. As stated earlier under disproportionate impacts in success, this could be attributed to our students not being prepared for the rigor in this program or having an interest in this discipline.

Table 24

2019-2020 Equity Gaps in Retention Rates in ADJ

Data Review

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

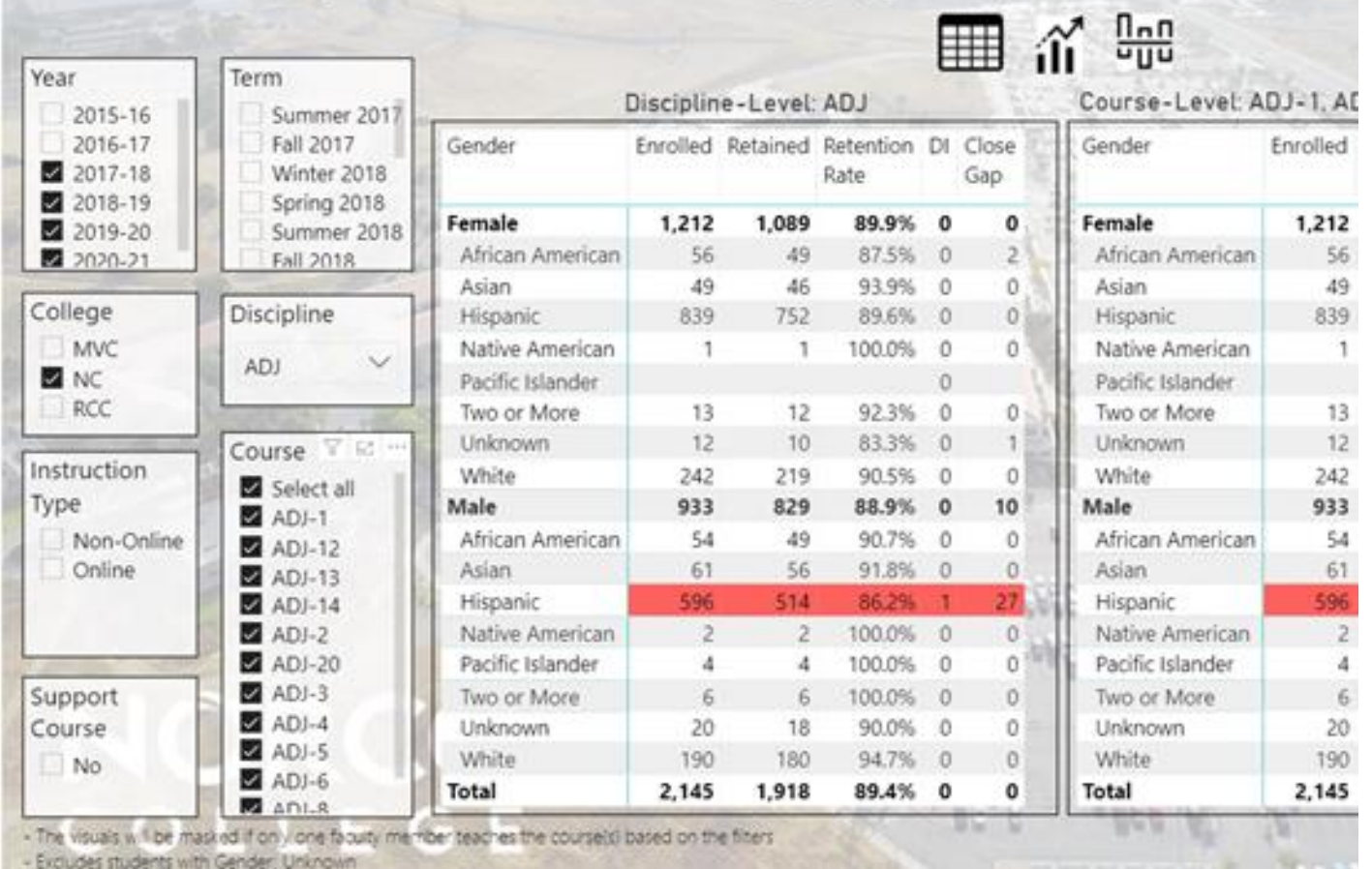


Table 25
 2017-2021 Equity Gaps in Retention Rates in ADJ-1 and ADJ-9

Data Review

Course-Level: ADJ-1

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	453	408	90.1%	0	0
African American	20	19	95.0%	0	0
Asian	23	22	95.7%	0	0
Hispanic	313	280	89.5%	0	0
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	5	4	80.0%	0	1
Unknown	5	4	80.0%	0	1
White	86	78	90.7%	0	0
Male	312	274	87.8%	0	8
African American	12	10	83.3%	0	1
Asian	26	24	92.3%	0	0
Hispanic	210	180	85.7%	1	10
Native American				0	
Pacific Islander	1	1	100.0%	0	0
Two or More	1	1	100.0%	0	0
Unknown	3	2	66.7%	0	1
White	59	56	94.9%	0	0
Total	765	682	89.2%	0	0

Course-Level: ADJ-9

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	71	59	83.1%	0	0
African American	2	1	50.0%	0	1
Asian	7	7	100.0%	0	0
Hispanic	47	40	85.1%	0	0
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown				0	
White	15	11	73.3%	0	2
Male	131	108	82.4%	0	1
African American	20	19	95.0%	0	0
Asian	10	9	90.0%	0	0
Hispanic	57	40	70.2%	1	10
Native American	2	2	100.0%	0	0
Pacific Islander	3	3	100.0%	0	0
Two or More	2	2	100.0%	0	0
Unknown	9	9	100.0%	0	0
White	28	24	85.7%	0	0
Total	202	167	82.7%	0	0

Data Review

In 2019-2020, our male Hispanic students indicate an equity gap in retention but still a higher retention rate of 85.6% compared to other disciplines and the college (Table 26). Table 27 shows that no equity gaps exists in our current academic year within the program using the disaggregate data.

Table 26

2019-2020 Equity Gaps in Retention Rates in ADJ

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Term: Summer 2019, Fall 2019, Winter 2020, Spring 2020

College: MVC, NC, RCC

Discipline: ADJ

Instruction Type: Non-Online, Online

Support Course: No

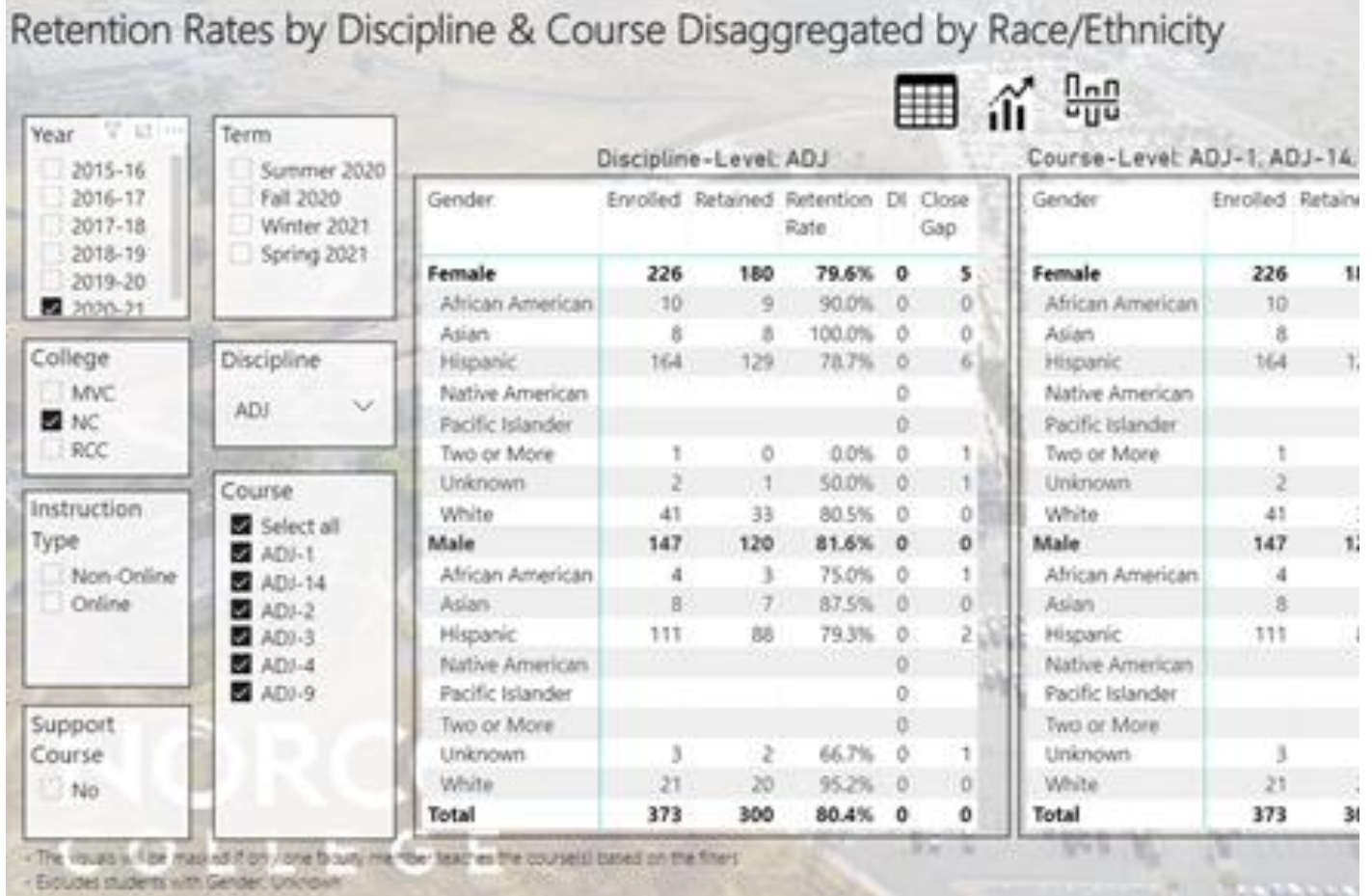
Course: Select all, ADJ-1, ADJ-12, ADJ-13, ADJ-14, ADJ-2, ADJ-20, ADJ-3, ADJ-5, ADJ-6, ADJ-8, ADJ-9

Discipline-Level: ADJ						Course-Level: ADJ-1, AI	
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled
Female	394	352	89.3%	0	0	Female	394
African American	14	12	85.7%	0	1	African American	14
Asian	19	18	94.7%	0	0	Asian	19
Hispanic	250	223	89.2%	0	0	Hispanic	250
Native American	1	1	100.0%	0	0	Native American	1
Pacific Islander						Pacific Islander	
Two or More	4	4	100.0%	0	0	Two or More	4
Unknown	6	5	83.3%	0	1	Unknown	6
White	100	89	89.0%	0	1	White	100
Male	364	323	88.7%	0	3	Male	364
African American	16	16	100.0%	0	0	African American	16
Asian	26	24	92.3%	0	0	Asian	26
Hispanic	222	190	85.6%	1	11	Hispanic	222
Native American	1	1	100.0%	0	0	Native American	1
Pacific Islander	2	2	100.0%	0	0	Pacific Islander	2
Two or More						Two or More	
Unknown	12	12	100.0%	0	0	Unknown	12
White	85	78	91.8%	0	0	White	85
Total	758	675	89.1%	0	0	Total	758

Table 27

2020-2021 Equity Gaps in Retention Rates

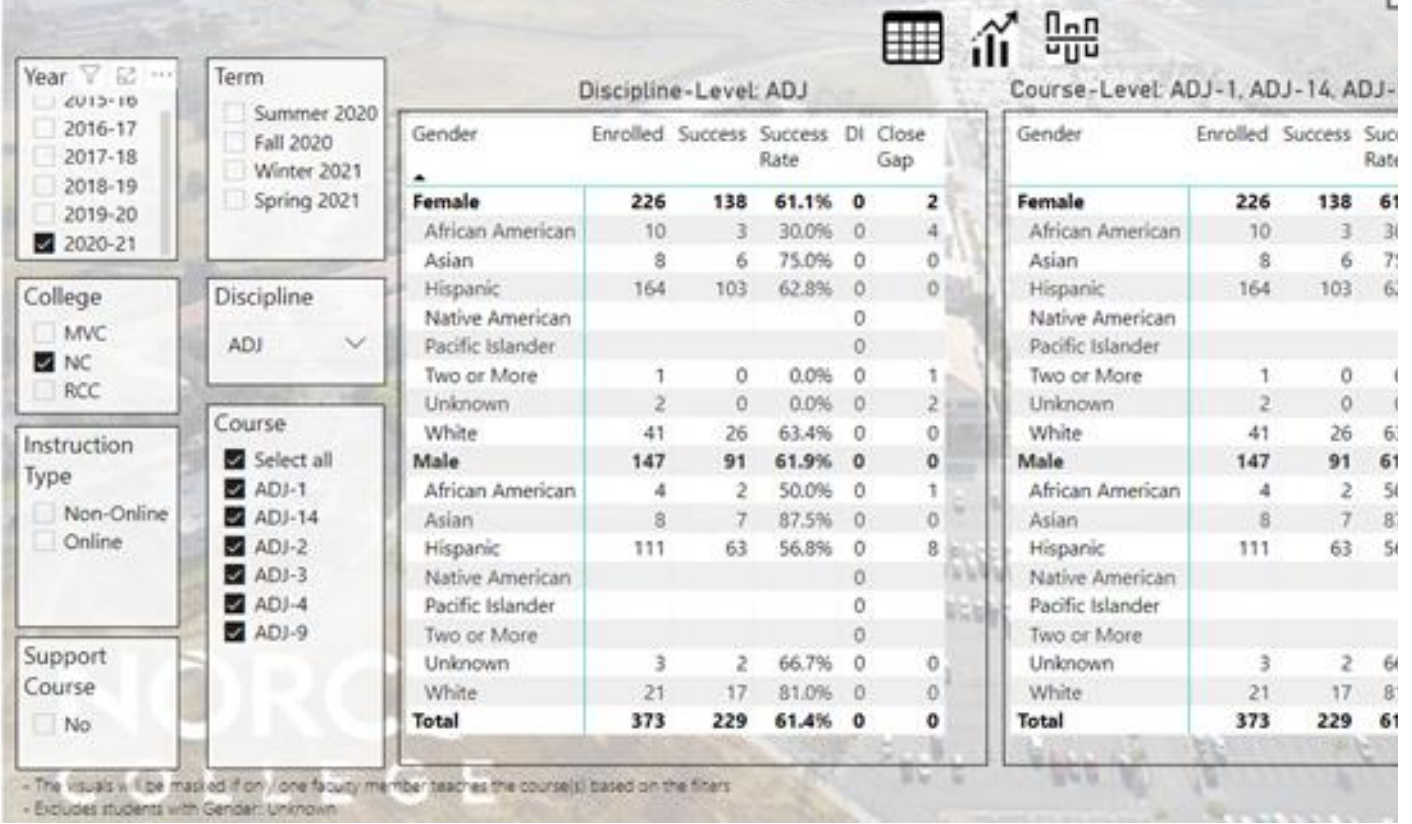
Data Review



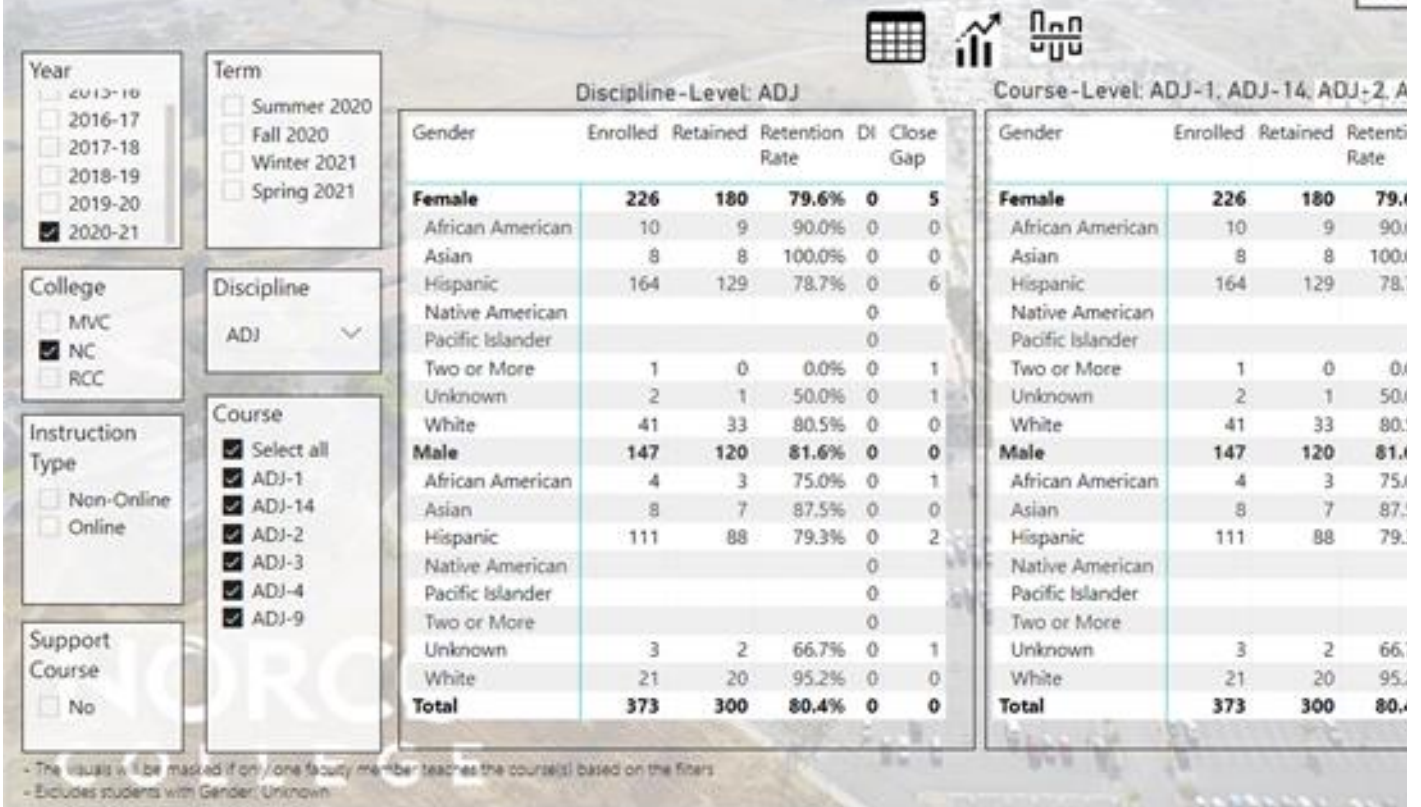
2022 UPDATE - The 2020-2021 data on equity gaps has not changed. The latest data shows that there are no equity gaps in success or retention within the ADJ program. This could be in stark contrast to the loss of students within our program because of COVID. The data will continue to be monitored to determine whether we have closed the equity gap. Our current action plan will remain in place.

Data Review

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity



Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity



Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

This program is still in its infancy and there is not a lot of data to address the equity gaps in ADJ. Currently only two equity gaps have revealed themselves in the last two years. Our action plan would include:

- Identifying what factors may be in control of the program and those that are not in our control.
- What structures within our courses and presentation of content can be improved on by faculty to change or improve student success.
- Dedicated space for the program with a schedule that meets the needs of students that attend school during the day, at night and online.
- Ensure that student educational plans are completed.
- Availability of course resources such as textbooks for students unable to afford their high costs.
- Development of OER within all of our courses
- The acquisition of laboratory equipment, technology and inventory to meet or exceed state and federal requirements for students to attain a position within the criminal justice field or move forward into a 4-year university to further their studies.
- ADJ faculty have become intrusive advisors anticipating issues, being proactive to recommending student services instead of passively waiting for students to reach out for help. Faculty will need to continue this pattern of support, recognizing the early signs of academic difficulty among their students.
- Notify students of the services available to them to help in their academic success.
- Increase faculty participation in the follow-up process to help increase success and retention rates.
- Identify student who are exhibiting such behaviors as missing class, not submitting assignments, struggling with the course material, demonstrating poor communication skills, and a having difficulty reading the textbook early on before students feel defeated and give up hope.

Efforts to address student equity gaps

Faculty from Norco College, Moreno Valley College and RCC, have empowered themselves to work more closely together to not only understand where the gaps are, but share best practices across disciplines. Current projects within the ADJ program across the district also include:

- Inclusive efforts to address the equity issues that may be present
- Significant focus within the discipline on student employability readiness and skill-building, including resume writing workshops, panel and mock interview practices, application assistance, and background investigation preparation workshops
- Office hours to assist all students in accessing internship and employment opportunities.
- Discipline specific workshops and job fairs

Data Review

- District wide advisory boards twice a year to address course content and relevancy defined by industry experts.

As the program is still in its infancy and there is not a lot of data to address the equity gaps in ADJ. Our action plan would also include:

- Identifying what factors may be in control of the program and those that are not in our control.
- What structures within our courses and presentation of content can be improved on by faculty to change or improve student success.
- Dedicated space for the program with a schedule that meets the needs of students that attend school during the day, at night and online.
- Ensure that student educational plans are completed.
- Availability of course resources such as textbooks for students unable to afford their high costs.
- Development of OER within all of our courses
- The acquisition of laboratory equipment, technology and inventory to meet or exceed state and federal requirements for students to attain a position within the criminal justice field or move forward into a 4-year university to further their studies.
- Faculty will also need to ensure that they recognize the early signs of academic difficulty among their students.
- Notify students of the services available to them to help in their academic success.
- Increase faculty participation in the follow-up process to help increase success and retention rates.
- Identify student who are exhibiting such behaviors as missing class, not submitting assignments, struggling with the course material, demonstrating poor communication skills, and a having difficulty reading the textbook early on before students feel defeated and give up hope.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Administration of Justice

What percent of SLOs in the disciplines you identified above have been assessed?

100% have been assessed.

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

NA

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

Currently 93.6% of SLOs are mapped to PLOs. ADJ-6 is no longer being offered and will be going through the exclusion process. It is being replaced by ADJ-19. Removing ADJ-6 from the data, all SLO's are mapped to at least one PLO.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

ADJ-1, ADJ-3 and ADJ-9 are the only three courses that are also listed as GE. These courses have all been mapped showing which SLO falls under which GELO.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

All coursework in ADJ offered at Norco College to complete the ADT in ADJ or the certificate in CSI are included in this assessment. The data shows that ADJ's student learning outcomes have an overall 95.5% PLO benchmark.

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

PLO 1 requires students to demonstrate applicable knowledge of the many facets of the American Justice System and the interrelationship of functions among them. Eight courses and 14 SLO's were used to assess this PLO. ADJ-2, an elective course for the ADT and required course for the certificate in CSI is the only course that did not meet the benchmark in fall 2017. Since then, the benchmark has been met, however the data is not included in Nuventive as updates have not been inputted since last year. All other courses offered at Norco College that are included in PLO 1 have been assessed within the last two years and met the 70% benchmark set by ADJ faculty. Courses included in the assessment of PLO 1 include: ADJ-1, ADJ-2, ADJ-3, ADJ-4, ADJ-5, ADJ-8, ADJ-9, and ADJ-13.

PLO 2 requires students to demonstrate a working knowledge of the theory and practice of law enforcement, community policing, criminal law, judicial procedures, criminal investigations and corrections within the American Justice System. Nine courses and 21 SLO's were used to assess this PLO. 95.2% of the SLO's have met the benchmark of 70% set by ADJ faculty. ADJ-4, SLO2, an elective course for the ADT

Assessment Review

and required course for the certificate in CSI is the only course that did not meet the benchmark in fall 2017. I am awaiting for the part-time faculty who taught the class in fall 2020 to submit his data. As such, the new assessment data has not been analyzed and inputted upon the completion of this program review. Courses used to assess PLO 2 include: ADJ-1, ADJ-2, ADJ-3, ADJ-4, ADJ-5, ADJ-8, ADJ-9, ADJ-13 and ADJ-14.

PLO 3 - requires students to demonstrate their ability to interact with the public and members of the American Justice System in a manner to reflect professionalism in speaking, reading, writing, and the ability to compile, integrate, and disseminate information. Six courses and nine SLOs were used to assess this PLO. 100% of the SLOs met the PLO benchmark. Courses uses to assess PLO 3 include: ADJ-1, ADJ-5, ADJ-8, ADJ-9, ADJ-13, and ADJ-14.

To what to you attribute this success?

As part of my institutional service I have participated in non-instructional professional responsibilities including but not limited to updating and revising curriculum, the ADJ program review process, assessment and major modifications of our discipline's course offerings, developed a schedule to ensure that all courses are assessed every two years, continue to develop curricula, lessons, and assessments that are aligned with the core curricula already listed within my discipline using best practices, and continue to collaborate through quarterly discipline meetings with other ADJ professors from MVC and RCC along with our district wide bi-annual advisory boards. Part time faculty have also taken a vested interest in this process so they ensure are students are meeting and/or exceeding our discipline benchmarks.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

All PLOs have been assessed and benchmarks met.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

NA

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

in 2019-2020 ADJ faculty developed six guided pathways within our ADJ program which will help students develop the skill sets needed to get into law enforcement, corrections, the courts, criminal investigations/crime analysis, juvenile justice or law school.

ADJ faculty continue to develop curricula, lessons, and assessments that are aligned with the core curricula already listed within the ADJ discipline and supported by our bi-annual Advisory Board of industry professionals.

ADJ faculty continue to develop a plan consisting of class offerings students would take during their enrollment at Norco College to obtain a certificate in a crime scene investigations or an Associate's degree in Administration of Justice. This includes expanding course offerings in Administration of Justice so students graduate in a timely manner.

With ADJ faculty from MVC and RCC, we discuss, revise and update curricula every two years as required for CTE.

Bi-annual advisory boards with industry specialists are used to evaluate our programs for career and transfer needs. Program reviews are done on an annual basis through quarterly discipline meetings with other ADJ professors from MVC and RCC.

ADJ faculty at Norco College continue to build their industry expertise and subject matter proficiency in the field of criminal justice and education by attending conferences in criminal justice and career technical education to network with professionals in the field, review newly released developments and research in

Assessment Review

the field of criminal justice, education, distant education, Diversity Equity and Inclusion (DEI, and best practices. Participate in professional symposiums, participate in ride-a-longs and sit-a-longs, and Dr. Williams continues to publish new editions of the California Criminal Justice System with colleagues from Cal State Fullerton.

Participated in multiple distant education symposiums and conferences to better prepare distant education courses which are pedagogically sound.

2022 UPDATE - This past year the ADJ program added an AS degree in ADJ and revamped the CSI certificate into a state approved 21 unit certificate adding two additional courses which will make our students more employable in the field. Based on our advisory board's recommendations, the ADJ program will be instrumental moving forward as legislation within the state of California is looking to require all police officers and other public safety professions to possess an associates degree linked to criminal justice.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

In the last four years, the curriculum within the ADJ program has been developed to include learning through reflection and hands-on learning to improve student engagement, comprehension and the application of knowledge. The program has embedded case and problem-based assignments which require guided inquiry, information gathering, critical thinking, analyzing data, discussing options, the ability to analyze the experience and/or active experimentation, and the need for students to demonstrate that they can apply their new knowledge to a real problems. The ADJ curriculum has combined the academic rigors of traditional learning with exposure to real-world, subject-based knowledge. Some examples include:

"ADJ-1 -Introduction to Administration of Justice - Research project/Assignments: (1) Using statistics provided through the Department of Justice and FBI identify the number of Part 1 and Part 2 Index crimes committed within the nation and local region with time (minutes and seconds) and compare it to other years, (2) Analysis of the theories of crime by choosing three crimes and identifying the reason why a person would commit the crime giving a real-life example (application of knowledge), and (3) A final project on career exploration.

"ADJ-2 - The Judicial System - Writing Assignment/Research Project: (1) Taking a real life example and discuss all possible elements that a subject may be subjected to because of the incident, and (2) Using the IRAC Method dissect a current event or current case.

"ADJ-3 - Criminal Law - Writing Assignments: (1) Using the IRAC Method dissect a current event or current case, (2) Using a variety of scenarios and/or real life cases, be able to explain the substantive and procedural law from the criminal justice standpoint and a defendant's standpoint.

"ADJ-4 - Evidence - Scenario Based Assignments: Multiple assignments requiring students to take a presented prompt and determine from the scenario what evidence supports the crime, any evidence that may counter a theory or hypothesis, the examination of a relationship between evidence and a hypothesis, replication and consistency, what if any privileges exist, and the analysis of a particular scientific aspect of the evidence.

"ADJ-6/19 - Patrol Procedures/Policing - (1) Student Debates: Students must prepare and debate both sides of several current trending topics such as curfews, police culture and subculture, media, and whether education should be required for today's law enforcement officers, (2) Capstone project: Career exploration along with a personal history statement, (3) field trip to police academy.

"ADJ-8 - Juvenile Justice - Research Project/Writing Assignment/Class Presentation: Students are required to research any topic associated with a real world problem within Juvenile Justice, analyze the data and compare it to what is occurring around the world or in certain regions of the world. This assignment requires students to ask an open-ended question that has several possible answers. Students must be able

Assessment Review

to present their work to people beyond their classmates and professor.

"ADJ-9 - Law in American Society - Assignments: (1) Write a legislative bill on a current problem within society and show the steps it would take to reach fruition, (2) Research using <https://leginfo.legislature.ca.gov> and analyze various laws under a variety of headings (Penal Code, Vehicle Code, Health and Safety, Business and Professions, etc.), (3) Identify and analyze three different personal experiences in contract law - (written, oral and implied)

"ADJ-13/14 -Crime Scene Investigations - Various labs including fingerprinting, latent print lift, fingerprint analysis, crime scene search, evidence identification and collection, footprint casting, measurements, sketching, diagrams, photography, report writing, mock courtroom testimony. Field trip to OC Crime Lab

"ADJ-20 - Corrections - field trip to jail simulator, field trip to county jail

Most of the field trips have been limited to members of the Criminal Justice Student Association. Internship programs are available to all students within the ADJ program through an annual competitive process lead by Dr. Matuszak at RCC.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

1. Students need to have better than average writing skills to pass the initial writing exam for law enforcement agencies, specifically spelling, vocabulary, clarity, reading comprehension and being at to contextualize clues to complete a passage.
2. Students need to be able to demonstrate critical thinking and problem solving skills.
3. Students need to have a full understanding of the Constitutional safeguards we ALL have, specifically the 1st, 4th, 5th, 6th, 8th, and 14th Amendments. This includes those we may loath (e.g. Child molesters), others with cultural differences, or opinions that differ from our own.
4. Students need to have experience working with and for others including conflict resolution. Many agencies are looking for recruits with retail experience to help with this learning curve.
5. Students also need leadership skills such as the ability to collaborate with others, learning how to capture strengths and identify and overcome weaknesses, and professionally navigate through our current political climate.
6. Students need to understand and demonstrate morals and ethics.
7. Students should have a basic understanding of our criminal justice system, what constitutes a crime, the ramifications of breaking the law or bringing harm to another (civil law), and basic rules of federalism, the Constitution, and the judicial process.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

PLO 1 requires students to demonstrate applicable knowledge of the many facets of the American Justice System and the interrelationship of functions among them. Item #3 and #7 falls under this PLO.

PLO 2 requires students to demonstrate a working knowledge of the theory and practice of law enforcement, community policing, criminal law, judicial procedures, criminal investigations and corrections within the American Justice System. Item #1 and #7 falls under this PLO.

PLO 3 - requires students to demonstrate their ability to interact with the public and members of the

Assessment Review

American Justice System in a manner to reflect professionalism in speaking, reading, writing, and the ability to compile, integrate, and disseminate information. Items 1-6 fall under this category although I think Item #6 should have its own PLO.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Each semester I continue to ask for additional sections of our ADJ GE courses and added time slots for our elective courses to meet the needs of our students but fall short with the same comment that we don't have the FTES or the space while other disciplines are receiving added FTES. For the last four years I have had only some control of the program and the ability to expand college access. My program has primarily been at the control of my chair and dean with some input on my part. I was told how many classes we could offer and what time slots were available. This left little room to grow the program and my input was merely determining which course to offer when. I reached out to offer dual enrollment classes at our local high schools and our ADJ-9 Law in American Society course at CRC. Dual enrollment courses were cut because of student enrollment numbers being under 20 and the prison program was terminated abruptly the Friday before fall 2020. While ADJ courses were cancelled for low enrollment, other disciplines were allowed to keep their lower enrollment sections. I was also told it was the Warden that did not want any ADJ courses at the prison and supposedly this was state wide. However, Criminal Justice courses are still being offered through our CSU schools according to Accredited Schools Online. I also requested in 2019 that our ADJ-9 course be added as an Honors class and had the support of our discipline experts at RCC and MVC. SBS denied the request to add ADJ-9 as an honors class going against advisory recommendations. RCC is the only college in our district to offer honors classes in ADJ.

While additional classes are being offered which has allowed more students to enroll in the discipline to meet the ADT and lead others to earn their CSI certificate we still need more. There has been no growth in course offerings in the last two years although the program of study shows students majoring in ADJ has grown from 181 to 333 and students enrolling in ADJ classes has increased from 250 to 758.

Areas I have control over and using to work to increase our course offerings and FTESs:

Completion of the Military Articulation Platform in Public Safety by assessing over 130 courses and occupations in all five branches of the military and aligning 67 of them with ADJ courses for college credit. Military articulations have been approved to draw more veteran students into our discipline.

In March 2020, the COVID Pandemic forced us to schedule all classes online. With foresight, I immediately began to develop the online curriculum and distant education course of records for all of our published courses not already DE approved. Curriculum approvals were granted and approved at the state level so we now have the opportunity to teach all of our courses online to attract another cohort of students and meet the needs of our DE student population.

Program Review: Part 1

I have developed six guided pathways within our ADJ program which will help students develop the skill sets needed to get into law enforcement, corrections, the courts, criminal investigations/crime analysis, juvenile justice or law school.

I also met with the President of Academic Senate, the VP of Academic Affairs, and the President of the college in November of 2020 to discuss the ADJ program. I was assured at that time that they were in support of the ADJ program and would find ways to ensure its growth and needed availability for sections in all modalities to grow the program and meet the needs of our students.

What are your plans/goals (3-year) regarding this goal?

Increasing course sections should occur alongside guided scheduling to ensure that both required and elective courses within the major are being offered in a manner that meets student demand and accessibility to increase retention, success, as well as the continued growth of enrollment and program expansion.

Goal No. 1 - Continue to grow the program, expanded course offerings and continue to develop curricula, lessons, and assessments that are aligned with the core curricula already listed within my discipline to validate that more FTES should be dedicated to the ADJ program. **2022 UPDATE - We are offering a variety of course in multiple modalities to meet our student needs including stacking F2F and online classes to begin to build our F2F program again after two years of online teaching.**

Goal No. 2 - ADJ faculty will continue to meet with counseling to ensure they understand the guided pathways leading into careers within our justice system that meet and exceed livable wages. **2022 UPDATE - Ongoing through emails.**

Goal No. 3 - ADJ faculty to promote and offer classes in our dual enrollment programs, prison program, and use our military articulations to solicit veterans into our program. **2022 UPDATE - We have expanded our dual enrollment program to include high schools from both Corona Norco USD and Jarupa Valley. We are also getting back into the prison program with ADJ-9 Law in American Society. Military articulation approvals are still be added and we just secured another articulation agreement in three of our course offerings with Baldy View ROP.**

Goal No. 4 - Continue to increase the ADJ program course offerings and identifying areas of growth including the need for an AM cohort, PM cohort and online cohort to meet our student needs. **2022 UPDATE - Ongoing.**

Goal No. 5 - Develop curricula for various modalities such as full semester face to face, 8-week course offerings, hybrids and distant education to increase FTES. **2022 UPDATE - Completed. All curricula has been approved for any and all modalities. Course offerings fall under areas listed.**

Program Review: Part 1

Goal No. 6 – Develop a state of the art simulation crime lab for students to participate in experiential learning. **2022 UPDATE - We have secured another \$25,000 in equipment and supplies to further expand our program and make us the regional choice for experiential learning.**

Goal No. 7 – Expand our current CSI Certificate from the local to the state level. **2022 UPDATE - Completed.**

Goal No. 8 – Finalize a new AS degree in ADJ, update the ADT to include additional courses, revise the CSI Certificate to make students more employable, develop two new certificates in ADJ for professionals in the field to earn college credits towards professional development within Police Officers Standards and Training (POST) and Standards and Training for Corrections (STC), **2022 UPDATE - AS degree and ADT completed. Still working on marketing our program for professional development opportunities.**

The growth of the program will attract more students into the field of criminal justice, create a wider net of opportunity, and should hopefully increase the number of students enrolling and completing courses in a faster time line to increase a better transfer rates and certificate completion.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Assessment data can be found in Success and Retention Data Review and Program Review Part

2. Enrollment has increased from 250 to 758 since 2017. Retention rates are at 89.1%, and success rates have improved from 62.4% in 2017 to 73.1% in 2020. As shown earlier in Data review, Table 16 shows that the ADJ program has higher success and retention rates compared to the School of SBS and Norco College.

Table 28

2017-2020 Increase in ADJ Program Enrollment

Program Review: Part 1

Administration of Justice

Academic Year	2016-17					2019-20			
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Su	
Female	138	84	60.9%	0	5	394	274		
African American	4	3	75.0%	0	5	14	8		
Asian	3	2	66.7%	0	5	19	15		
Hispanic	109	64	58.7%	0	5	250	167		
Native American				0	5	1	1		
Pacific Islander				0	5				
Two or More	1	0	0.0%	0	5	4	4		
Unknown				0	5	6	5		
White	21	15	71.4%	0	5	100	74		
Male	112	72	64.3%	0	0	364	280		
African American	8	5	62.5%	0	0	16	16		
Asian	8	7	87.5%	0	0	26	23		
Hispanic	67	39	58.2%	0	0	222	155		
Native American				0	0	1	1		
Pacific Islander	1	0	0.0%	0	0	2	2		
Two or More				0	0				
Unknown	3	3	100.0%	0	0	12	10		
White	25	18	72.0%	0	0	85	73		
Total	250	156	62.4%	0	0	758	554		

Table 16

2016-2020 Success and Retention Rates for ADJ, SBS and NC

	Success Rate	Success Rate	Retention Rate	Retention Rate
	2016	2020	2016	2020
ADJ	62.4	73.1	89.2	89.1
School of SBS	72.3	73.1	88.2	87.6
Norco College	71.0	71.2	86.4	83.5

School of SBS and College #s do not include ADJ.

Program Review: Part 1

In addition:

While the ADJ program has seen an increase in the number of dedicated course sections being provided each semester, they are still insufficient to meet the needs of our students, and require the fulltime faculty member to teach 3-5 different preps each semester to ensure that all classes are taught and assessed in the required two-year period to meet CTE standards.

In 2017-2018 we increased class offerings from 2 to 5 in fall and spring and added one class during winter session for a total of 11 classes in the academic year. From 2018-2020 we have increased class offerings to 8-10 in the fall and spring, one in winter and one in summer. I am hoping to increase winter and summer to 2 course offerings and add a few more courses in various modalities to ensure each of our courses listed in the catalog are offered at least once every year. Some courses are required to be offered each semester to meet the requirements within our certificate program.

More courses will allow more students to earn their certificates and degrees in a timely manner which will also allow them to find a career in one of many professions within criminal justice making more than a living wage. Table 29 shows professions within our industry that go beyond what we currently teach at Norco College.

Table 29

Bureau of Labor Statistics, 2015

Program Review: Part 1

JOB	NATIONAL
Judges, Magistrates	116,100
Lawyers	136,260
Supervisors: Police & Detectives	85,810
Admin Law Judges, Adjudicators	93,140
Detectives, Criminal Investigators	79,620
Police and Sheriff's Patrol Officers	61,270
Supervisors: Correctional Officers	62,770
Fire Inspectors and Investigators	59,800
Fish and Game Wardens	54,970
Arbitrator, Mediator, Conciliator	69,060
Court Reporters	54,720
Correctional Officers and Jailers	45,320
Paralegals and Legal Assistants	52,390
Private Detectives	52,840
Animal Control Workers	35,330
Transportation Security Screeners	40,050

The ADJ program currently operates under the direction of one full time faculty to service and represent a program in all facets for over 333 students declaring ADJ as their major. ADJ has served approximately 758 students in 2019-2020 up from 181 when I was first hired in 2017-2018. Current and future projects continue to work on building and expanding offerings in ADJ as well. The addition of a second full time faculty member would better assist these efforts expanding the expertise and experience afforded to our students but also in program planning, student services, curriculum review, and community partnerships. A second full time faculty will also bring our program back into compliance based on the 50% rule. Knowing the region is growing with new housing, the only community college in the region, and the labor statistics of

Program Review: Part 1

growth in our industry, more FTES will be needed. There is a need for either a corrections or crime analysis specialist.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Administration of Justice is undergoing dramatic changes at all levels of government, for example, the Bureau of Labor Statistics outlines that more than 12,400 jobs will become available in this state by 2026. This creates an overwhelming need to educate, train and professionally develop students that want to enter into a career in public safety. There are currently thousands of positions available in law enforcement, the legal field, corrections, probation, parole, juvenile justice, crime scene investigation, and forensics. With Norco College's prison partnership, our ADT, and Certificate program in Crime Scene Investigation, it is imperative that our program grow at Norco College which will require additional course sections.

Courses will need to be developed, designed, revised and offered in such a way so students will be able to navigate their educational plan in the most efficient and effective way possible. Last year guided pathways were developed outlining 6 different pathways that encompass our current ADJ courses. The second page of the document also includes courses from other disciplines that will help our students navigate through the program with the proper classes to earn a degree or certificate that will help them obtain a career in criminal justice or fields that work in conjunction with our justice system. Time was taken to find courses in other disciplines that will complement our program and give students a well-rounded education.

What are your plans/goals (3-year) regarding this goal?

By having published guided pathways, it will give students the necessary information to create their educational plan and take the correct classes to graduate with a degree or certificate in a timely manner.

Goal No. 1 Ensure counselors are aware of the ADJ guided pathways to give interested students in ADJ the proper information on specific career endeavors in administration of justice.

Goal No. 2 Monitor the growth of the program as it attracts students in the different pathways and ensure that the right courses are made available more frequently for pathways that have higher student enrollment and educational plans.

Goal No. 3 – Include our Guided Pathways in all classes through Canvas to ensure our students are aware of the many career fields associated with ADJ. The available information will allow students to make better informed decisions about their educational plan. It will give them a better grasp of the courses they should

Program Review: Part 1

take to enhance their understanding in a specific profession, give them greater knowledge in a specific area, and a well-rounded education. It is will also help the expansion of offerings to more students.

A wider net of opportunity and pathways should hopefully increase the number of students enrolling and completing courses in a faster time line to increase a better transfer rates and certificate completion.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Currently the courses we offer in ADJ can help students navigate into careers in Law Enforcement, Courts, Corrections, Juvenile Justice, Criminalistics/Crime Analysis, and Law School. The ADJ Guided Pathways document including suggested GE electives can be found in the document repository.

Guided Pathways in Public Service				
Law Enforcement	Courts	Corrections	Juvenile Justice	Criminalistics/Crime Analysis
No Degree Requ.	No Degree Requ.	No Degree Requ.	Varies	B.A. /
Suggested Courses for Desired Pathway				
ADJ-1	ADJ-1	ADJ-1	ADJ-1	ADJ-1
ADJ-3	ADJ-3	ADJ-3	ADJ-3	ADJ-3
ADJ-5	ADJ-2	ADJ-5	ADJ-5	ADJ-5
ADJ-8	ADJ-4	ADJ-8	ADJ-8	ADJ-8
ADJ-13	ADJ-9 or ADJ-5	ADJ-9	ADJ-20	ADJ-20
ADJ-6 or 19 **	ADJ-20	ADJ-20	EAR-20	ADJ-20

Figure 3: ADJ Guided Pathways

Having guided pathways can also help counseling provide our ADJ students with sound educational plans. Currently the data shows that 85% of ADJ students are not getting the necessary counseling as shown in Table 15 previously mentioned in the Student Educational Plan. This can affect success and retention rates.

Table 15

ADJ Student Educational Plan

Program Review: Part 1

Student Educational Pan	2015-16	2016-17	2017-18
Student did not complete a credit education plan during the term	98.38%	95.58%	83.33%
Student developed an abbreviated credit education plan	0.81%		
Student developed an abbreviated and a comprehensive credit education plan		2.21%	0.48%
Student developed a comprehensive credit education plan	0.81%	2.21%	16.19%
Total	100.00%	100.00%	100.00%

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The ADJ program is in its infancy and other than one group in 2020, equity gaps have not been noticeable in the last four years. However, the program is committed and engaged in serving the students in this program at the highest levels and standards possible, including commitment to equity and accessibility for students and support from a holistic perspective. The ADJ program utilizes the early alert system when students are underperforming. Individual emails are sent to students with a variety of resources when faculty see students are falling behind. Weekly announcements and emails are sent out to keep students engaged and active participants in class. Syllabi for all courses include the various services afforded to our students. They do not need to seek out the information.

However, students are still being left behind because they lack the resources necessary to complete the courses. This includes textbooks, lab equipment, and lab supplies to remain current within the discipline. Law books and criminal justice textbooks are very expensive. For the last three years, the ADJ program has been awarded approximately \$135,000 in Perkins funding and another \$30,000 in Lottery, CARES and Strong Workforce. This money has been utilized to purchase textbooks to offer zero-cost textbook classes, lab supplies and lab equipment to ensure all our students are gaining the education and have the resources to succeed in our program. Students are given the opportunity to work with certain equipment to be successful and competitive in their classes and in our industry, meet the program and student learning outcomes, strengthen and support academic and technical skill achievement to remove the equity gap that exists among our students.

At the end of each semester assessments are completed to see where students are lacking in their skills through the SLOs. Curricula is revised and new techniques adopted to ensure our program meets the needs of all of our students. Students are also formatively and summatively assessed throughout the semester to identify deficiencies and address them before students fail or drop from the program.

Program Review: Part 1

What are your plans/goals (3-year) regarding this goal?

For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. For that reason, faculty continue to write grants, apply for additional funding, and continuously assess their programs. Goals for the next three years include:

Goal No. 1 – Continue writing Perkins Grants to procure additional supplies and equipment to build a state of the art program and offer meaningful ADJ degrees and crime scene investigation certificates .

Goal No. 2 – Collaborate among the ADJ faculty at Norco College to determine where deficiencies lie within our program.

Goal No. 3 – Have at least two meetings with adjuncts to go over best practices and pedagogy to ensure all students are given equal access and an equitable learning experience.

Goal No. 4 – Support the integration of academic skills, career exploration and development by providing the necessary tools for student success, including the need strengthen and support academic achievement and technical skills achievement.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Assessment data can be found in Success and Retention Data Review and Program Review Part 2. The success data reveals that our program has increased in success rates by 11% in four years. There is currently an equity gap in female Hispanics. While enrollment has more than doubled, and the success rate is 8% higher, there still appears to be room for improvement. What that improvement is yet to be evaluated. Interestingly enough our male Hispanics show similar numbers are not seen as having any equity issues.

Table 28

2017-2020 Increase in ADJ Program Enrollment

Program Review: Part 1

Academic Year	2016-17					2019-20			
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success	
Female	138	84	60.9%	0	5	394	274	6	
African American	4	3	75.0%	0	5	14	8	5	
Asian	3	2	66.7%	0	5	19	15	7	
Hispanic	109	64	58.7%	0	5	250	167	6	
Native American				0	5	1	1	10	
Pacific Islander				0	5				
Two or More	1	0	0.0%	0	5	4	4	10	
Unknown				0	5	6	5	8	
White	21	15	71.4%	0	5	100	74	7	
Male	112	72	64.3%	0	0	364	280	7	
African American	8	5	62.5%	0	0	16	16	10	
Asian	8	7	87.5%	0	0	26	23	8	
Hispanic	67	39	58.2%	0	0	222	155	6	
Native American				0	0	1	1	10	
Pacific Islander	1	0	0.0%	0	0	2	2	10	
Two or More				0	0				
Unknown	3	3	100.0%	0	0	12	10	8	
White	25	18	72.0%	0	0	85	73	8	
Total	250	156	62.4%	0	0	758	554	7	

Student Learning Outcomes

Student learning outcomes are being conducted informally on a yearly basis and will be inputted into Nueventive after this semester. As seen by the data, the SLOs have all been assessed and benchmarks have been met.

Program Review: Part 1

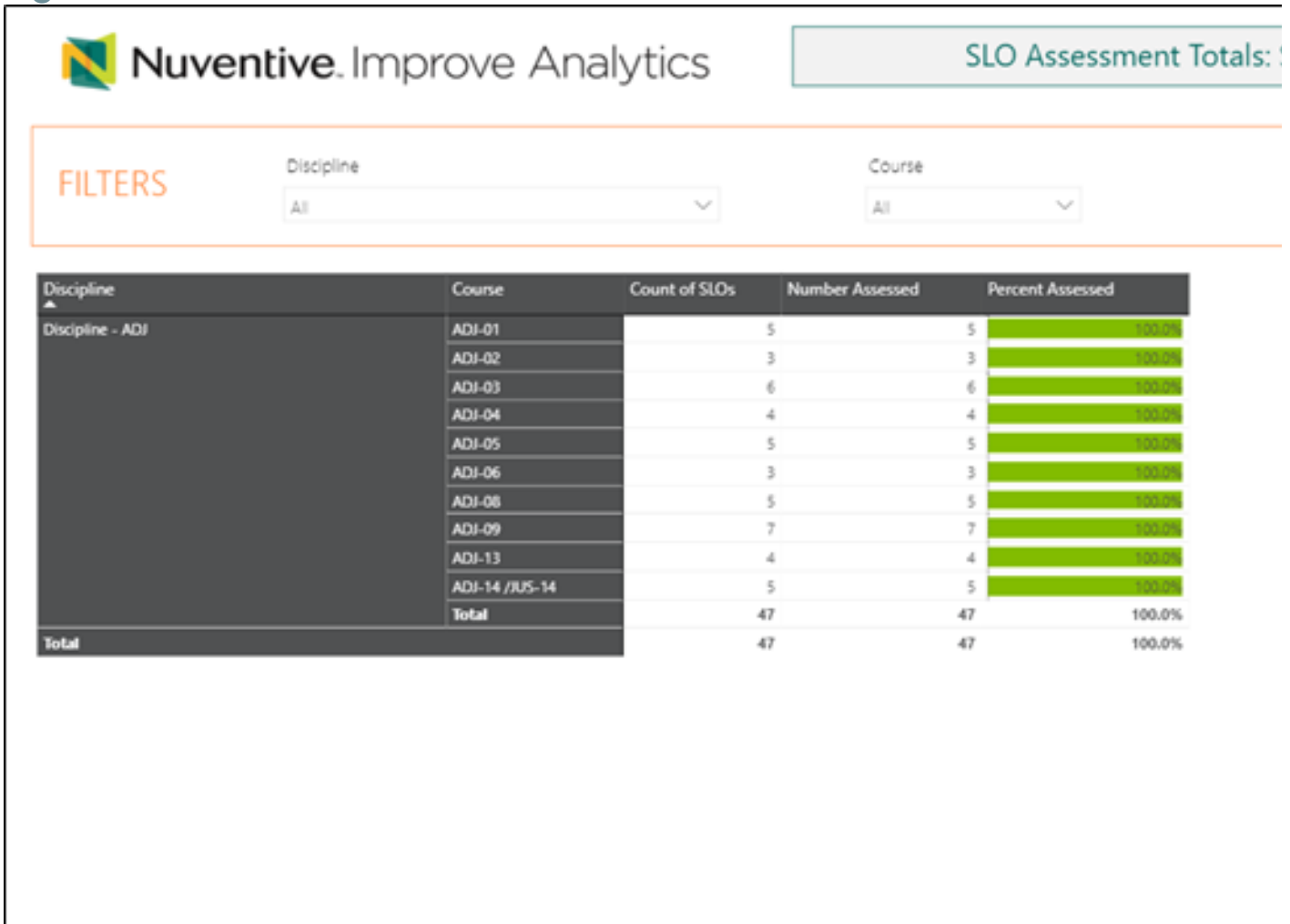


Figure 4: ADJ SLO Assessment Totals through Spring 2021

Program Review: Part 1

Program	PLO	Results	Semesters Assessed	Results with 'Benchmark Met'	% Result
Total		3	1	3	
ADT - ADJ: Administration of Justice	Total	3	1	3	
	PLO 1	1	1	1	
	PLO 2	1	1	1	
	PLO 3	1	1	1	

Figure 5: ADJ PLO Assessment with 100% of benchmarks met through Spring 2021

To meet the benchmark within our program, 75% of the SLOs assessments must be met and mapped to our PLOs.

Other evidence can be found within the ADJ program syllabi on pages 6-7 which can also be found in the document repository.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Students who major in or obtain certificates through the ADJ program at Norco College are often motivated to find ways to serve their communities, work within public safety, and find opportunities to also better themselves and their family's lives by securing full time employment while pursuing their passion in justice because of the experiences and knowledge they receive from their professors.

ADJ faculty apply through Perkins to attend several conferences, webinars and workshops throughout the year presented by a variety of organizations within public safety and CTE. A few notable include:

International Association of Crime Analysts, Western Society of Criminology, the National Criminal Justice

Program Review: Part 1

Association, Western Association of Criminal Justice, Academy of Criminal Justice Sciences, California Community Colleges Association for Occupational Education (CCCAOE).

Each year faculty attend at least three conferences, two discipline specific and one that aligns with CTE. This past year virtual conferences attended included:

- CCCAOE Spring and Fall
- CTA Equity and Human Rights Conference
- National Criminal Justice Association
- USC Race & Equity Leadership Alliance
- CCCCCO & POST Evidence Based Policing Webinar
- Riverside Women's Leadership Conference
- California Competes Webinar
- Faculty Summit
- Online Teaching Summit
- RCCD FLEX

More than 100 hours a year are dedicated to professional development around our guided pathways and equity.

2022 UPDATE - This year over 100 hours of professional development has been recorded with two more leadership conferences (May/June). Professional Development activities for this academic year have included:

- CCCAOE Spring and Fall
- ASU Faculty Summit (Equity Related)
- Course Hero's Educational Summit
- Chancellor's Office Webinar on Gender Equity in Law Enforcement
- Western Association of Criminal Justice (WACJ)
- Equitable Pedagogy
- American Criminal Justice Sciences Conference
- NC/RCCD FLEX

What are your plans/goals (3-year) regarding this goal?

Goal No. 1 – acquire funding to support conferences, webinars and workshops. ADJ faculty are dedicated to lifelong learning and instill this mentality in their students. Conferences requested for 2021-2022 include:

Program Review: Part 1

- Western Association of Criminal Justice – Oct. 2021 **2022 UPDATE - Attended**
- CCCAOE Leadership Academy – Nov. 2021 **2022 UPDATE - Attending in May and June**
- Western Society of Criminology Feb. 2022 -
- World Academy: International Conference on Criminology – March, 2022.
- **2022 UPDATE - Attended AJCS conference in Mar/2022**

2022 UPDATE Conferences requested for 2022-2023

- Western Association of Criminal Justice – Oct. 2022
- CCCAOE Fall/Spring – Oct/2022 and April/2023
- American Criminal Justice Sciences (ACJS) Mar/2023

Unfortunately, there are other conferences that the district will not support because of their location (Outside of the Continental 48 and Texas to name a few). These conferences may be attended without representing Norco College or the District. Western Society of Criminology is one of the better conferences, unfortunately their conferences are held in Hawaii (2022) and British Columbia (2023).

Future conferences will be requested each year as the conferences are posted, the theme of the conference disclosed, and presenters are identified.

Goal No. 2 - Acquire enough funding so ADJ associate faculty will have the opportunity to participate in industry conferences, webinars and workshops.

Goal No. 3 – Ensure that associate faculty have the opportunity to attend district wide discipline meetings, and advisory boards.

Goal No. 4 – Make sure that associate faculty have information pertaining to the college's FLEX days.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

FLEX hours for 2020-2021 and various flyers on conferences attended in previous years can be found in the document repository.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

As stated earlier, Administration of Justice is undergoing dramatic changes at all levels of government and within the California accreditation boards for public safety personnel. Our ADJ program provides the

Program Review: Part 1

necessary rigor and relevance in public safety along with the employability skill sets needed to obtain employment above the poverty level. With an estimated 12,400 jobs becoming available in public safety by 2026, this creates an overwhelming need to properly educate, train and professionally develop students that want to enter into a career in public safety. There are currently thousands of positions available in law enforcement, the legal field, corrections, probation, parole, juvenile justice, crime scene investigation, and forensics.

Currently the ADJ program is offering as many courses as possible within the confines of allowed FTES using a variety of teaching modalities. We have acquired over \$100,000 in instructional supplies and equipment through Perkins to meet and exceed the skills needed for students to obtain employment earning livable wages. Students are given the opportunity to work with certain equipment to be successful and competitive in their classes and in our industry, meet the program and student learning outcomes, strengthen and support academic and technical skill achievement to reduce the skill gaps that exists among our students.

Faculty are continuously improving themselves through a variety of professional development opportunities to ensure students have the necessary skills to further their education or go into the workforce. However, students are still being left behind because they lack the resources necessary to complete courses. We continue to work on ensuring students have the materials needed to demonstrate competencies/experiential learning also known as kinesthetic learning and internships.

Faculty in ADJ across the district are collaborating together and redeveloping certificates to meet industry standards to ensure our students will have the necessary skills to succeed and obtain employment and writing new certificates and CORs to lessen the skills gap and reduce working poverty. We are preparing our students for jobs in high demand industries.

What are your plans/goals (3-year) regarding this goal?

As stated above with the thousands of jobs becoming available we are in a position to really make a difference in our students' lives by offering them the best education possible. Plans to improve our program and lessen the skills gap include:

Goal No. 1 – Acquire a dedicated space for the program with class offerings throughout the day to reduce the barriers of students that can only take classes during the day or night.

Goal No. 2 – Increase FTES in the ADJ Program to get students through our program at a faster rate.

Goal No. 3 – Revise curricula, redevelop certificates and add certificates to provide the skills necessary to pursue high-skill, high-wage, or in-demand industry sector occupations.

Goal No. 4 – Increase student achievement and success rates.

Program Review: Part 1

The growth of the program will attract more students into the field of public safety. It will also help the expansion of offerings to more students offering a wider net of opportunity and increasing the number of students with financial equity issues and offer a wider net of opportunities to our students. Enrollment and completion numbers should increase, create better transfer rates, certificate completion, and marketability. Recruitment numbers are down, we are currently in a public safety pipeline crisis and the industry is looking to hire those that are diverse and represent the demographics of our communities.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Students that attain a degree in ADJ or the certificate in CSI has better opportunity to acquire a job within one of the 148 careers in public safety. Some of these careers require nothing more than a high school diploma or some college. With a degree, these students become more desirable.

Table 1

Regional Labor Statistics

Profession/Job Title	Hourly Mean Wage	Annual Mean Wage	Job Outlook Projected 2019-2029
Correctional Officer	\$ 39.74	\$ 82,650	7% decline
Fish and Game	42.38	88,150	1% growth
Forensic Technician	45.22	94,060	14% (Much faster than average)
Lawyers	86.28	179,470	4% (As fast as average)
Police and Sheriff Officers	53.23	107,200	6% (Faster than average)
Private Detectives/Investigators	37.35	77,690	8% (Much faster than average)
Probation/Correctional Treatment Specialists	44.26	92,050	4% (As fast as average)
Security Guards	17.33	36,040	3% (As fast as average)

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov> (visited April 25, 2021).

Program Review: Part 1

Corrections is undergoing a realignment and the job outlook shows a decline. However, those positions have been sent to the private sector and other agencies within public safety such as parole, reintegration programs, and restorative justice. These professions are not included in the labor statistics.

These numbers also do not take into account the latest political climate regarding public safety, and the increased attrition rates of those in public safety retiring earlier than expected.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Again, Administration of Justice is undergoing dramatic changes at all levels of government with the need of more than 12,400 jobs which will become available in this state by 2026. This creates an urgency to work and collaborate with our public safety partners to ensure our students are getting the best education possible and become marketable within our local agencies.

The ADJ program across the district has developed partnerships with our regional and local public safety departments, Riverside courts, the DA's office, Riverside probation, OC crime lab and various other smaller agencies.

Our ADJ program conducts district wide advisory meetings on a bi-annual basis to get feedback from our industry specialists.

ADJ has attempted to participate in Norco College's prison partnership.

Dr. Matuszak at RCC has been diligently working on obtaining MOUs with Riverside County Sheriff's Department, Riverside Probation Department, Riverside County Superior Courts to offer competitive internships and paid externships. This will resume once our campuses reopen. All three colleges will be participating in these programs.

What are your plans/goals (3-year) regarding this goal?

Goal No. 1 – Work with our regional agencies through bi-annual advisory board meetings to maintain the relationship and obtain feedback regarding our program degrees and certificates.

Goal No. 2 – Host annual or bi-annual job fairs in public safety with our local agencies providing materials and workshops for students interested in working in the field of public safety.

Program Review: Part 1

Goal No. 3 – Host symposiums in a variety of areas in public safety with field experts as the panel members. Topics will be developed around the needs of the public, agency recommendations and crime statistics.

Goal No. 4 – Providing workshops for students to improve the necessary skills to become employable in the many areas within public safety.

Goal No. 5 – Expand on the internship programs and develop a pipeline into explorer and cadet programs, volunteer services and community emergency response workers.

Goal No. 6 – Having available challenge coins representing our ADJ program and guided pathways into public safety for our partners. (This is a common practice marketing tool in the military and public safety)

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

In 2019 we did have one student that completed an internship program with the Riverside County DA's office. Other students have been hired as cadets and jailers at Corona PD and others have continued their endeavors by entering police academies. Evidence is in the form of emails from past students telling me about their progress. We also have advisory board meeting minutes showing the dozen professionals from the various fields that collaborate with us for our program and student success. Only other evidence of collaborative partnerships can be seen in our advisory meeting minutes which are included in the document repository.

2022 UPDATE - This year we established a relationship with the City of Corona for internship opportunities for our ADJ students. We had four students that are being placed now, two will be in paid positions and one will have to wait until July when she turns 18. Interviews were conducted with me and two higher ranking officers from Corona Police Department.

We also created a non-credit ADJ course in Community Emergency Response Team which was presented to the City of Norco earlier this month.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The overwhelming need to educate, train and professionally develop students that want to enter into a career in public safety is paramount. With the resources obtained over the last three years, and the recently

Program Review: Part 1

admitted support of the administration to grow the ADJ program, faculty within ADJ are working tirelessly to ensure that we offer the best ADJ program in Southern California.

We are envisioning a partnership certificate with local law enforcement and local high schools. ADJ faculty are investigating through discipline advisory boards what programs and certificates should be offered through guided pathways.

Dual enrollment classes are being established at the high school not only to prepare them for careers in public safety but also on the behaviors that may disqualify them from a career in public safety (e.g. poor credit, use of drugs, alcohol, gangs, educational deficiencies).

Monitoring the effectiveness of our programs through success and retention rates, labor statistics, equity, program of study data, SLOs and PLOs rates, raising benchmarks,

We have added two new courses at Norco College, and developed curricula for distant education in all courses to attract another cohort of students. We can now offer all of our classes online in a DE format which can ensure further success in the ADJ program.

At the district level, we are in the process of revising the CSI certificate to make our students employable in the field.

Faculty are also evaluating our program to ensure it aligns with Career and Transfer abilities, experiential learning, rigor, meaningful relevance and growth.

Again, Administration of Justice is undergoing dramatic changes at all levels of government with anticipated employment shortfalls and openings greater than 12,000 by 2026. This creates an urgency to have the best program with the most skilled and educated students to meet the demands in public safety.

With our current ADT and certificate program in Crime Scene Investigation, it is imperative that our program grow at Norco College which will require additional course sections and materials to offer a comprehensive program to meet the needs of our industry. Courses will need to be offered in the mornings and in the evenings to accommodate student schedules. Additional full-time faculty will also need to be hired.

ADJ Faculty continue to write grants for funding. Through these grants the ADJ program has been able to purchase laboratory equipment and inventory to meet or exceed state and federal safety requirements and current industry standards which are unavailable in comparable college programs. This has been made possible through Perkins funding awards granted in the amount of approximately \$130,000 over the last three years and another \$30,000 from California Strong Workforce, Lottery and CARES. On 4/24/2021, the program was awarded another \$40,408 in Perkins funds, \$3,000 from Local Strong Workforce Round 3 funding. What was not approved was the salary for a lab assistant to help the faculty of record in our two course with lab components.

Program Review: Part 1

What are your plans/goals (3-year) regarding this goal?

To become a comprehensive program and regional college of choice we will need the following:

Goal No. 1 - Increase FTES and the number of ADJ course sections each semester during various days and times to accommodate all students/student access in a manner that meets student demand and accessibility to increase retention, success, as well as the continued growth of enrollment and program expansion.

Goal No. 2 - Increase success rates by evaluating our curricula, assessment data, student equity issues, and needs of the industry.

Goal No. 3 – Expand and Improve ADJ program certificate offerings to make them all state approved to best benefit both students and employers/community partners.

Goal No. 4 – Implement a Corrections Certificate for the variety of employment opportunities and professional responsibilities across multiple disciplines. Common employment opportunities within the field exist for correctional officer, probation officers and parole officers in both adult and juvenile correctional settings, rehabilitative settings, investigations and classification, social work and education.

Goal No. 5 – Redevelopment and improvement of our CSI certificate. The existing CSI certificate has not been modified or updated since its inception. It is only a locally approved certificate and does not meet any employer entry-level employment criteria. The improved certificate will require students to complete 24-27 credits allowing our students who earn the certificate to meet the knowledge and skills required for 88% of entry-level positions in the region verses the current less than 10% students qualify for with the current certificate offering.

Goal No. 6 – Expand our ADJ program by offering a new AS degree in ADJ and two new certificates for professionals already in the field to earn professional development credit to satisfy state standards and training and salary increases.

Goal No. 7 – Continue to work with our industry partners to provide the most robust ADJ program in the region.

Goal No. 8 – Expand our programs acquisition of instructional materials and equipment to give our students more experiential training.

Goal No. 9 - Meet the overwhelming needs to educate, train and professionally develop students interested in a career in public safety. There are currently thousands of positions available in law enforcement, the legal field, corrections, probation, parole, juvenile justice, crime scene investigation, and forensics.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Success rates will need to be improved which will require honest assessment on SLOs and PLOs, modifications, updates, on existing courses, degrees and certificate, and the development of new courses, degrees and certificates within our program to meet the needs of our industry:

Table 28

2017-2020 ADJ Program Enrollment

Academic Year	2016-17					2019-20			
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success	
Female	138	84	60.9%	0	5	394	274	6	
African American	4	3	75.0%	0	5	14	8	5	
Asian	3	2	66.7%	0	5	19	15	7	
Hispanic	109	64	58.7%	0	5	250	167	6	
Native American				0	5	1	1	10	
Pacific Islander				0	5				
Two or More	1	0	0.0%	0	5	4	4	10	
Unknown				0	5	6	5	8	
White	21	15	71.4%	0	5	100	74	7	
Male	112	72	64.3%	0	0	364	280	7	
African American	8	5	62.5%	0	0	16	16	10	
Asian	8	7	87.5%	0	0	26	23	8	
Hispanic	67	39	58.2%	0	0	222	155	6	
Native American				0	0	1	1	10	
Pacific Islander	1	0	0.0%	0	0	2	2	10	
Two or More				0	0				
Unknown	3	3	100.0%	0	0	12	10	8	
White	25	18	72.0%	0	0	85	73	8	
Total	250	156	62.4%	0	0	758	554	7	

Students will need to become career ready with competent employability skills and general knowledge of our program to meet the needs of the industry.

Table 1

Regional Labor Statistics

Program Review: Part 1

Profession/Job Title	Hourly Mean Wage	Annual Mean Wage	Job Outlook Projected 2019-2029
Correctional Officer	\$ 39.74	\$ 82,650	7% decline
Fish and Game	42.38	88,150	1% growth
Forensic Technician	45.22	94,060	14% (Much faster than average)
Lawyers	86.28	179,470	4% (As fast as average)
Police and Sheriff Officers	53.23	107,200	6% (Faster than average)
Private Detectives/Investigators	37.35	77,690	8% (Much faster than average)
Probation/Correctional Treatment Specialists	44.26	92,050	4% (As fast as average)
Security Guards	17.33	36,040	3% (As fast as average)

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov> (visited April 25, 2021).

Evidence in regards to the redevelopment of the CSI certificate can be found in the document repository. Latest Perkins award can also be found in the document repository.

Lastly, the state is in need of educated personnel in the field of public safety. Despite the political climate and those screaming for defunding the police, this will not happen. A redistribution of funding for specialized training and educational requirements are currently being discussed. Figure 5 gives a picture of what California will need in the coming years. I envision Norco College becoming the premier community college to provide the essential education for our up and coming public safety professionals.

Program Review: Part 1



Figure 6: California Criminal Justice Employment Outlook.

2022 UPDATE - More data was looked at including students in ADJ with a program of Study and Student Educational Plan. The total number of 355 is less than the information provided in the chart Year CTE Enrollments (491) and head count (370) included in the Data Review update. Nonetheless, we still are still a strong discipline and with added opportunities I see this program growing even more now that COVID restrictions are being lifted and students are beginning to come back to school in F2F classes.

Program Review: Part 1

Program of Study and Student Educational Plan

Program of Study

- Select all
- 3D Game Modeling and Animation
- Accounting
- Administration & Information Systems
- Administration of Justice
- Administration of Justice Law Enforce...
- Administration of Justice/Law Enforce...
- Administrative Office Management
- Administrative/Clinical Medical Assisting
- Air Conditioning & Refrigeration
- Amazon Web Services (AWS) Cloud Co...
- American Studies
- Animation
- Anthropology
- Applied Digital Media and Printing
- Applied Photography
- Apprenticeship: Manufacturing Technic...
- Architecture

-Active program of study and student educational plan completion for each annual year enrolled

-Filter by program or programs

-Source: Chancellor's Office MIS files

Gender by Ethnicity	2016-17	2017-18	2018-19	2019-20
Female	142	161	245	201
Amer Ind/Alaska Nat		1		
Asian	5	5	11	
Black	7	6	10	
Hispanic/Latino	99	114	185	111
Nat Hawaii or Other PI	3			
Two or More Races	1	5	4	
Unknown/Unreported		1	1	
White	27	29	34	27
Male	122	131	161	111
Amer Ind/Alaska Nat	2		3	
Asian	2	3	12	
Black	3	6	6	
Hispanic/Latino	89	93	107	111
Nat Hawaii or Other PI	2	1	1	
Two or More Races	4	6	4	
Unknown/Unreported				
White	20	22	28	27
Unreported	3	3	2	2
Black		1	1	
Total	267	295	408	441

Student Educational Plan	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Student did not complete a credit education plan during the term	95.51%	86.10%	83.58%	80.20%	73.80%	83.05%
Student developed an abbreviated credit education plan	1.12%	1.69%	0.98%	0.99%	6.20%	2.20%
Student developed an abbreviated and a comprehensive credit education plan	1.50%	0.34%	1.23%	0.99%	2.25%	1.27%
Student developed a comprehensive credit education plan	1.87%	11.86%	14.22%	17.82%	17.75%	13.48%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

Does not apply.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

This program review is only meaningful and relevant if those that are writing them are doing so for their own knowledge to improve student learning and their programs and are honest in their assessments. However, since it is a requirement for disciplines to participate in this process, to make this program review more meaningful and relevant would require the program review committee to acknowledge the importance and usefulness of the data within the document, and how it closely relates to the college's educational master plan. Just like students require constructive feedback, faculty should receive constructive feedback on the assessment of data and not the program as they are not the subject matter experts. While rubrics are a good tool, in this case the rubric was merely a check off box for the committee to give a score for the document. How about a rubric or SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for the faculty to use to rate their programs overall and celebrate the good that exists in their programs, and determine where deficiencies may exist. This would make this program review larger in scope, more relevant and much more meaningful.

After countless hours attempting to get the tables and figures to appear properly in the printed version of this report, I have since created the entire program review in one document with table and figures appearing as they should in here in this document. The full program review document can be found in the document repository title Program Review 2021.pdf.

What questions do we need to ask to understand your program plans, goals, needs?

Nowhere in this program review does it ask the importance of the discipline or CTE.

Program Review Part 2

Why is this program important to the economic growth and stability of our nation?

Our nation and economic conditions require a workforce of lifelong learners. Statistics show that today's students lack the 21st century competencies necessary for their success in post-secondary education and their employment endeavors. Nowhere in this program review does it address or ask the question if faculty understand that our students need a broad set of knowledge, skills, work habits and character traits that are important to our students' success in today's economy. Somewhere it should address these soft skills and faculty should be aware that without teaching and assessing these skills we set up our students to potentially fail once they leave us.

I truly believe including a SWOT analysis or a smaller version thereof could help many programs. A good business plan requires a firm understanding of strengths and opportunities, weaknesses and threats, and contingency plans. This is one of the reasons I am proud to be a part of CTE and public safety. We understand and use these tools everyday in our educational planning and when the COVID pandemic crisis was upon us, our disciplines continued to thrive and move in a forward and upward trajectory. The college could learn from simple business practices to better understand their programs and how to make them flourish during any period of time.

What types of data do you need to support your program plans, goals, needs?

CTE programs require data from the Bureau of Labor Statistics (BLS) to show their need within our educational programs. It would be nice to have this data available. It's collected by someone at the college when they create our program flyers. It should be made readily available so we don't have to conduct the research ourselves.

Data on CTE programs, separated from GE course, should be made available to make connections within CTE. On average, CTE programs will have higher success and retention rates and may give a better understanding if we are clearly aligned with college and career readiness. In ADJ we set our benchmarks much higher than many other disciplines because of the employability skills factor.

We need to be able to separate our dual enrollment data from traditional college data to ensure our dual enrollment programs are meeting the success and retention rates and goals of the discipline. We cannot determine if these classes may be helping or actually hurting our program.

We also need data by section numbers to separate distant education data from face to face data. Assessing this will become more problematic with more sections being offered. We need to determine the value of the types of class sections and modalities we offer.

While all classes may have GELO components, we should be allowed to separate out our actual GE program courses from all others to see actual GELO data.

If there are any supporting documents you would like to attach, please attach them here.

[Table 1 - Regional Labor Statistics.pdf](#)

[Advisory Program Public Safety Advisory.pdf](#)

Program Review Part 2

[CSI Cert Proposal.pdf](#)

[ADJ Advisory Meeting Minutes 12.11.2020 \(1\).pdf](#)

[ADJ Advisory Mtg Fall 2019 - Minutes.pdf](#)

[ADJ COR 2021.pdf](#)

[ADJ-19 Syllabus 2021 Spring.pdf](#)

[Guided Pathways One page.pdf](#)

[Perkins FY21-22 Application Williams ADJ.pdf](#)

[Perkins FY21-22 Funding Decision Form - NOR FINAL ADJ \(1\).xlsx](#)

[2020-7-13-14 - Faculty Summit.pdf](#)

[2020-7-29 - California Competes Webinar.pdf](#)

[2020-9 - CCCAOE Fall Conference.pdf](#)

[Attendance+Certificate Williams.pdf](#)

[CCCAOE Spr 2021 Participant Certificate - Williams.pdf](#)

[CTA 2021 Equity & Human Rights Conference Program.pdf](#)

[Flex Track 2020-2021.pdf](#)

[Program Review for ADJ 2021.pdf](#)

[Flex Track 2022.pdf](#)

[Perkins FY22-23 Application - Williams.ADJ.xlsx](#)

Resource Requests

2022 - 2023 Update

Resource Request

What resources do we already have?

past professional development in criminal justice, CTE, DEI

What resources do you need?

Conference/Training/Workshops - Western Association of Criminal Justice, , CCCAOE, American Criminal Justice Sciences.

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 6,EMP Goal 7

\$ Amount Requested

9,900

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),General Fund,Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

6

Is this request:

Revised

For Administrative Use Only

Funding Status

null

Notes

2022 - 2023 Update

Resource Request

What resources do we already have?

Textbooks for some ADJ classes

What resources do you need?

Additional textbooks for zero-cost textbook classes and dual enrollment classes.

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3,EMP Goal 7

\$ Amount Requested

5,040

Resource Requests

Resource Type

ITEM: Instructional supplies

Potential Funding Source(s)

CTE: Perkins (VTEA),Other/None

The evidence to support this request can be found in:

Data Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

5

Is this request:

New

For Administrative Use Only

Funding Status

Notes

2022 - 2023 Update

Resource Request

What resources do we already have?

Lab supplies, fingerprint ink, pads, lifting tape, cards, fuming trays, casting material, paper, lab kits, filters, cameras, etc.

What resources do you need?

Media, non-durable equipment, one-time use forensic lab kits, crimes scene privacy screens, library resources, crime scene privacy screen, includes a new non-credit ADJ 801.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

\$ Amount Requested

4,000

Resource Type

ITEM: Instructional supplies

Potential Funding Source(s)

Lottery Instructional Supplies,Department Regular Funding,CTE: Perkins (VTEA)

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

4

Is this request:

New

For Administrative Use Only

Funding Status

Resource Requests

Notes

2022 - 2023 Update

Resource Request

What resources do we already have?

Fuming Hood, Microscopes, Live Scan Equipment, Printers, Roller Cabinets, Casting and Frames, Mannikins, Chrome books

What resources do you need?

Instructional Equipment: Forensic cameras FARO 3D Scanner software

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

\$ Amount Requested

14,100

Resource Type

ITEM: Equipment, Services, Software, Furniture

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2,Data Review

This request for my area is Priority #:

5

Is this request:

New

For Administrative Use Only

Funding Status

Notes

2021 - 2024

Resource Request

What resources do we already have?

One full time faculty

What resources do you need?

Additional full time faculty to expand the expertise and breadth of the program, FTES growth, and section offerings.

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 5,EMP Goal 7

\$ Amount Requested

148,239

Resource Requests

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

1

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

NA

2021 - 2024

Resource Request

What resources do we already have?

Faculty of record attempting to do crime scene labs and assessments with 45 enrolled students

What resources do you need?

Lab Assistant/Additional faculty for lab component in ADJ-14 (Fall) and ADJ-12 (Spring) (3 labs @ 4 hours each = 12 hours for lab; 3 labs @2 hours for setup up and tear down = 6 hours; Total 18 hours)

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 5,EMP Goal 7

\$ Amount Requested

2,880

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

CTE: Strong Workforce Project (SWP),Equity,General Fund

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

2

For Administrative Use Only

Funding Status

In Progress

Notes

Seek Student Employment Office (Carmen Parra)

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?

past professional development in criminal justice, CTE, DEI

What resources do you need?

Conference/Training/Workshops - Western Association of Criminal Justice, , CCCAOE, World Academy: International Conference on Criminology.

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 6,EMP Goal 7

\$ Amount Requested

9,900

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),General Fund,Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

I have received this request

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Completed

2021 - 2024

Resource Request

What resources do we already have?

Fuming Hood, Microscopes, Live Scan Equipment, Printers, Roller Cabinets, Casting and Frames, Mannikins, Chrome books

What resources do you need?

Instructional Equipment: Portable Cart Work Stations, Mobile Demonstration Table, FARO Handheld 3D Scanner

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

\$ Amount Requested

27,150

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Resource Requests

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2,Data Review

This request for my area is Priority #:

I have received this request

For Administrative Use Only

Funding Status

Completed/Funded

Notes

COMPLETED

2021 - 2024

Resource Request

What resources do we already have?

Lab supplies, fingerprint ink, pads, lifting tape, cards, fuming trays, casting material, paper, lab kits, filters, cameras, etc.

What resources do you need?

Media, non-durable equipment, one-time use forensic lab kits, crimes scene privacy screens, library resources, crime scene privacy screen

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

\$ Amount Requested

3,000

Resource Type

ITEM: Instructional supplies

Potential Funding Source(s)

Lottery Instructional Supplies,Department Regular Funding,CTE: Perkins (VTEA)

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

4

For Administrative Use Only

Funding Status

Completed/Funded

Notes

COMPLETED

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?

Textbooks for some ADJ classes

What resources do you need?

Additional textbooks for zero-cost textbook classes and dual enrollment classes.

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3,EMP Goal 7

\$ Amount Requested

33,900

Resource Type

ITEM: Instructional supplies

Potential Funding Source(s)

CTE: Perkins (VTEA),Other/None

The evidence to support this request can be found in:

Data Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

5

For Administrative Use Only

Funding Status

Completed/Funded

Notes

COMPLETED

2021 - 2024

Resource Request

What resources do we already have?

A-frames

What resources do you need?

Outreach, job fairs, and workshops - counseling direct service to students.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 5,EMP Goal 6,EMP Goal 7

\$ Amount Requested

1,500

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

Department Regular Funding,CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP)

Resource Requests

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

I have received this request

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Completed

2021 - 2024

Resource Request

What resources do we already have?

Pamphlets and Flyers

What resources do you need?

Criminal Justice Student Association - Table coverings, identifiable canopy with logo, printing materials

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3,EMP Goal 6,EMP Goal 7

\$ Amount Requested

1,000

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP),Other/None

The evidence to support this request can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

I have received this request

For Administrative Use Only

Funding Status

Completed/Funded

Notes

Forwarded to ASNC for funding consideration. This is a Student Club and funding should be requested though ASNC

Resource Requests

2021 - 2024

Resource Request

What resources do we already have?

None

What resources do you need?

Costs associated with holding district wide advisory boards - Color printing, posters, folders, food, and marketing material.

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 6,EMP Goal 7

\$ Amount Requested

250

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP)

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

I have received this request

For Administrative Use Only

Funding Status

In Progress

Notes

Approved- request increased by \$100- annual update

2021 - 2024

Resource Request

What resources do we already have?

Local professional development

What resources do you need?

Conference - Western Society of Criminology, Feb., 2024 - Honolulu, Hi. 2023 Conference is in Vancouver, British Columbia

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 6,EMP Goal 7

\$ Amount Requested

2,500

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Resource Requests

Potential Funding Source(s)

Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

3

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Forwarded to PDC for funding consideration

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes

2022 - 2023 Update

I would like to submit this update

Yes

The additions or updates to my Program Review can be found in:

Data Review,Assessment Review,Program Review: Part 1,Program Review: Part 2,Resource Requests