NORCO COLLEGE

Program Review

Administration of Justice

2021-2024

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Data Review

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, 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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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	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*).

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?

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

Administration of Justice

Academic Year Gender	2016-17 Enrolled	Success	Success Rate	DI	Close Gap
Female	**138**	**84**	**60.9%**	**0**	**5**
African American	4	3	75.0%	0	5
Asian	3	2	66.7%	0	5
Hispanic	109	64	58.7%	0	5
Native American				0	5
Pacific Islander				0	5
Two or More	1	0	0.0%	0	5
Unknown				0	5
White	21	15	71.4%	0	5
Male	**112**	**72**	**64.3%**	**0**	**0**
African American	8	5	62.5%	0	0
Asian	8	7	87.5%	0	0
Hispanic	67	39	58.2%	0	0
Native American				0	0
Pacific Islander	1	0	0.0%	0	0
Two or More				0	0
Unknown	3	3	100.0%	0	0
White	25	18	72.0%	0	0
Total	**250**	**156**	**62.4%**	**0**	**0**

Norco College

Academic Year Gender	2016-17 Enrolled	Success	Success Rate	DI	Close Gap
Female	**28,112**	**20,102**	**71.5%**	**0**	**0**
African American	1,862	1,287	69.1%	0	0
Asian	2,404	1,915	79.7%	0	0
Hispanic	16,360	11,280	68.9%	0	0
Native American	95	72	75.8%	0	0
Pacific Islander	96	62	64.6%	0	0
Two or More	542	411	75.8%	0	0
Unknown	190	134	70.5%	0	0
White	6,563	4,941	75.3%	0	0
Male	**24,911**	**17,536**	**70.4%**	**0**	**278**
African American	1,281	833	65.0%	0	278
Asian	2,748	2,103	76.5%	0	278
Hispanic	13,864	9,394	67.8%	0	278
Native American	53	32	60.4%	0	278
Pacific Islander	77	58	75.3%	0	278
Two or More	491	330	67.2%	0	278
Unknown	215	159	74.0%	0	278
White	6,182	4,627	74.8%	0	278
Total	**53,023**	**37,638**	**71.0%**	**0**	**0**

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

The reduction is 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 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	Success	Success Rate	DI	Close Gap
Female	**224**	**177**	**79.0%**	**0**	**0**	**368**	**310**	**84.2%**	**0**	**0**	**394**	**274**	**69.5%**	**1**	**30**
African American	9	8	88.9%	0	0	23	16	69.6%	0	0	14	8	57.1%	0	30
Asian	6	6	100.0%	0	0	16	11	68.8%	0	0	19	15	78.9%	0	30
Hispanic	169	128	75.7%	0	0	256	216	84.4%	0	0	250	167	66.8%	1	30
Native American				0	0				0	0	1	1	100.0%	0	30
Pacific Islander				0	0				0	0				0	30
Two or More	2	2	100.0%	0	0	6	6	100.0%	0	0	4	4	100.0%	0	30
Unknown	2	2	100.0%	0	0	2	2	100.0%	0	0	6	5	83.3%	0	30
White	36	31	86.1%	0	0	65	59	90.8%	0	0	100	74	74.0%	0	30
Male	**179**	**135**	**75.4%**	**0**	**7**	**243**	**173**	**71.2%**	**1**	**32**	**364**	**280**	**76.9%**	**0**	**0**
African American	9	6	66.7%	0	7	25	19	76.0%	0	32	16	16	100.0%	0	0
Asian	9	7	77.8%	0	7	18	15	83.3%	0	32	26	23	88.5%	0	0
Hispanic	111	84	75.7%	0	7	152	102	67.1%	1	32	222	155	69.8%	0	0
Native American				0	7	1	1	100.0%	0	32	1	1	100.0%	0	0
Pacific Islander	1	1	100.0%	0	7	1	1	100.0%	0	32	2	2	100.0%	0	0
Two or More	2	2	100.0%	0	7	4	4	100.0%	0	32				0	0
Unknown	1	0	0.0%	0	7	4	3	75.0%	0	32	12	10	83.3%	0	0
White	46	35	76.1%	0	7	38	28	73.7%	0	32	85	73	85.9%	0	0
Total	**403**	**312**	**77.4%**	**0**	**0**	**611**	**483**	**79.1%**	**0**	**0**	**758**	**554**	**73.1%**	**0**	**0**

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.

Table 4

Fall 2019 Online v spring 2020 Online Success Rates

Academic Year Gender	2019-20 Enrolled	Success	Success Rate	DI	Close Gap	Academic Year Gender	2019-20 Enrolled	Success	Success Rate	DI	Close Gap
Female	**53**	**29**	**54.7%**	**0**	**4**	**Female**	**55**	**39**	**70.9%**	**0**	**1**
African American	3	0	0.0%	0	4	African American	6	5	83.3%	0	1
Asian	1	1	100.0%	0	4	Asian	3	2	66.7%	0	1
Hispanic	34	17	50.0%	0	4	Hispanic	30	20	66.7%	0	1
Native American				0	4	Native American	1	1	100.0%	0	1
Pacific Islander				0	4	Pacific Islander				0	1
Two or More	1	1	100.0%	0	4	Two or More				0	1
Unknown	2	2	100.0%	0	4	Unknown	1	0	0.0%	0	1
White	12	8	66.7%	0	4	White	14	11	78.6%	0	1
Male	**23**	**14**	**60.9%**	**0**	**0**	**Male**	**25**	**18**	**72.0%**	**0**	**0**
African American				0	0	African American	1	1	100.0%	0	0
Asian	1	1	100.0%	0	0	Asian	1	1	100.0%	0	0
Hispanic	14	7	50.0%	0	0	Hispanic	14	9	64.3%	0	0
Native American				0	0	Native American				0	0
Pacific Islander				0	0	Pacific Islander				0	0
Two or More				0	0	Two or More				0	0
Unknown	1	1	100.0%	0	0	Unknown				0	0
White	7	5	71.4%	0	0	White	9	7	77.8%	0	0
Total	**76**	**43**	**56.6%**	**0**	**0**	**Total**	**80**	**57**	**71.3%**	**0**	**0**

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 5

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

Academic Year Gender	2019-20 Enrolled	Success	Success Rate	DI	Close Gap	Academic Year Gender	2019-20 Enrolled	Success	Success Rate	DI	Close Gap
Female	**138**	**89**	**64.5%**	**0**	**10**	**Female**	**106**	**72**	**67.9%**	**0**	**1**
African American	11	7	63.6%	0	10	African American	1	0	0.0%	0	1
Asian	7	5	71.4%	0	10	Asian	3	3	100.0%	0	1
Hispanic	83	49	59.0%	0	10	Hispanic	72	49	68.1%	0	1
Native American	1	1	100.0%	0	10	Native American				0	1
Pacific Islander				0	10	Pacific Islander				0	1
Two or More	1	1	100.0%	0	10	Two or More	2	2	100.0%	0	1
Unknown	4	3	75.0%	0	10	Unknown	1	1	100.0%	0	1
White	31	23	74.2%	0	10	White	27	17	63.0%	0	1
Male	**59**	**42**	**71.2%**	**0**	**0**	**Male**	**112**	**77**	**68.8%**	**0**	**0**
African American	1	1	100.0%	0	0	African American	3	3	100.0%	0	0
Asian	4	4	100.0%	0	0	Asian	9	8	88.9%	0	0
Hispanic	34	21	61.8%	0	0	Hispanic	78	47	60.3%	0	0
Native American				0	0	Native American				0	0
Pacific Islander				0	0	Pacific Islander				0	0
Two or More				0	0	Two or More				0	0
Unknown	1	1	100.0%	0	0	Unknown				0	0
White	19	15	78.9%	0	0	White	22	19	86.4%	0	0
Total	**197**	**131**	**66.5%**	**0**	**0**	**Total**	**218**	**149**	**68.3%**	**0**	**0**

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	Success Rate	DI	Close Gap
Female	**28,079**	**20,030**	**71.3%**	**0**	**22**	**28,656**	**20,932**	**73.0%**	**0**	**0**	**31,528**	**22,677**	**71.9%**	**0**	**0**
African American	1,703	1,152	67.6%	0	22	1,897	1,249	65.8%	0	0	2,052	1,312	63.9%	0	0
Asian	2,297	1,852	80.6%	0	22	2,499	2,050	82.0%	0	0	2,913	2,406	82.6%	0	0
Hispanic	17,044	11,767	69.0%	0	22	17,255	12,339	71.5%	0	0	19,139	13,336	69.7%	0	0
Native American	85	52	61.2%	0	22	98	57	58.2%	0	0	103	77	74.8%	0	0
Pacific Islander	84	53	63.1%	0	22	95	67	70.5%	0	0	93	73	78.5%	0	0
Two or More	409	287	70.2%	0	22	304	240	78.9%	0	0	346	250	72.3%	0	0
Unknown	167	125	74.9%	0	22	192	148	77.1%	0	0	385	267	69.4%	0	0
White	6,290	4,742	75.4%	0	22	6,316	4,782	75.7%	0	0	6,497	4,956	76.3%	0	0
Male	**25,841**	**18,453**	**71.4%**	**0**	**0**	**26,392**	**18,739**	**71.0%**	**1**	**540**	**28,440**	**20,045**	**70.5%**	**0**	**411**
African American	1,427	923	64.7%	0	0	1,655	1,037	62.7%	0	540	1,833	1,212	66.1%	0	411
Asian	2,870	2,250	78.4%	0	0	3,040	2,328	76.6%	1	540	3,351	2,617	78.1%	0	411
Hispanic	14,419	9,900	68.7%	0	0	14,585	10,025	68.7%	1	540	15,591	10,544	67.6%	0	411
Native American	37	22	59.5%	0	0	67	42	62.7%	0	540	100	67	67.0%	0	411
Pacific Islander	72	58	80.6%	0	0	137	114	83.2%	0	540	189	144	76.2%	0	411
Two or More	449	348	77.5%	0	0	345	260	75.4%	0	540	394	268	68.0%	0	411
Unknown	195	158	81.0%	0	0	224	167	74.6%	0	540	573	398	69.5%	0	411
White	6,372	4,794	75.2%	0	0	6,339	4,766	75.2%	1	540	6,409	4,795	74.8%	0	411
Total	**53,920**	**38,483**	**71.4%**	**0**	**0**	**55,048**	**39,671**	**72.1%**	**0**	**0**	**59,968**	**42,722**	**71.2%**	**0**	**0**

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%) verses 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

Administration of Justice						Norco College					
Academic Year	2016-17					Academic Year	2016-17				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**138**	**123**	**89.1%**	**0**	**1**	**Female**	**28,112**	**24,281**	**86.4%**	**0**	**0**
African American	4	3	75.0%	0	1	African American	1,862	1,612	86.6%	0	0
Asian	3	3	100.0%	0	1	Asian	2,404	2,155	89.6%	0	0
Hispanic	109	98	89.9%	0	1	Hispanic	16,360	14,017	85.7%	0	0
Native American				0	1	Native American	95	87	91.6%	0	0
Pacific Islander				0	1	Pacific Islander	96	81	84.4%	0	0
Two or More	1	1	100.0%	0	1	Two or More	542	468	86.3%	0	0
Unknown				0	1	Unknown	190	157	82.6%	0	0
White	21	18	85.7%	0	1	White	6,563	5,704	86.9%	0	0
Male	**112**	**100**	**89.3%**	**0**	**0**	**Male**	**24,911**	**21,515**	**86.4%**	**0**	**2**
African American	8	7	87.5%	0	0	African American	1,281	1,107	86.4%	0	2
Asian	8	7	87.5%	0	0	Asian	2,748	2,413	87.8%	0	2
Hispanic	67	60	89.6%	0	0	Hispanic	13,864	11,816	85.2%	0	2
Native American				0	0	Native American	53	48	90.6%	0	2
Pacific Islander	1	1	100.0%	0	0	Pacific Islander	77	70	90.9%	0	2
Two or More				0	0	Two or More	491	406	82.7%	0	2
Unknown	3	3	100.0%	0	0	Unknown	215	189	87.9%	0	2
White	25	22	88.0%	0	0	White	6,182	5,466	88.4%	0	2
Total	**250**	**223**	**89.2%**	**0**	**0**	**Total**	**53,023**	**45,796**	**86.4%**	**0**	**0**

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 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-13 WE 33124 (32)	ADJ-1 OL 33945 (20)	ADJ-3 OL 34000 (28)
Strongly Agree	71 %	48 %	72 %	86 %	64 %
Agree	29 %	39 %	22 %	14 %	32 %
Neither Agree or Disagree	-	13 %	6 %	-	4 %
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

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	Retained	Retention Rate	DI	Close Gap
Female	**224**	**210**	**93.8%**	**0**	**1**	**368**	**347**	**94.3%**	**0**	**0**	**394**	**352**	**89.3%**	**0**	**0**
African American	9	8	88.9%	0	1	23	20	87.0%	0	0	14	12	85.7%	0	0
Asian	6	6	100.0%	0	1	16	14	87.5%	0	0	19	18	94.7%	0	0
Hispanic	169	158	93.5%	0	1	256	242	94.5%	0	0	250	223	89.2%	0	0
Native American				0	1				0	0	1	1	100.0%	0	0
Pacific Islander				0	1				0	0				0	0
Two or More	2	2	100.0%	0	1	6	6	100.0%	0	0	4	4	100.0%	0	0
Unknown	2	2	100.0%	0	1	2	2	100.0%	0	0	6	5	83.3%	0	0
White	36	34	94.4%	0	1	65	63	96.9%	0	0	100	89	89.0%	0	0
Male	**179**	**168**	**93.9%**	**0**	**0**	**243**	**218**	**89.7%**	**1**	**12**	**364**	**323**	**88.7%**	**0**	**3**
African American	9	8	88.9%	0	0	25	22	88.0%	0	12	16	16	100.0%	0	3
Asian	9	9	100.0%	0	0	18	16	88.9%	0	12	26	24	92.3%	0	3
Hispanic	111	101	91.0%	0	0	152	135	88.8%	0	12	222	190	85.6%	0	3
Native American				0	0	1	1	100.0%	0	12	1	1	100.0%	0	3
Pacific Islander	1	1	100.0%	0	0	1	1	100.0%	0	12	2	2	100.0%	0	3
Two or More	2	2	100.0%	0	0	4	4	100.0%	0	12				0	3
Unknown	1	1	100.0%	0	0	4	3	75.0%	0	12	12	12	100.0%	0	3
White	46	46	100.0%	0	0	38	36	94.7%	0	12	85	78	91.8%	0	3
Total	**403**	**378**	**93.8%**	**0**	**0**	**611**	**565**	**92.5%**	**0**	**0**	**758**	**675**	**89.1%**	**0**	**0**

Table 10

2017-2020 Retention Rates for Norco College

Norco College	2017-18					2018-19					2019-20				
Academic Year Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**28,079**	**24,163**	**86.1%**	**0**	**269**	**28,656**	**24,853**	**86.7%**	**0**	**0**	**31,528**	**26,419**	**83.8%**	**0**	**0**
African American	1,703	1,473	86.5%	0	269	1,897	1,596	84.1%	0	0	2,052	1,639	79.9%	0	0
Asian	2,297	2,069	90.1%	0	269	2,499	2,270	90.8%	0	0	2,913	2,586	88.8%	0	0
Hispanic	17,044	14,506	85.1%	0	269	17,255	14,917	86.5%	0	0	19,139	15,836	82.7%	0	0
Native American	85	69	81.2%	0	269	98	74	75.5%	0	0	103	89	86.4%	0	0
Pacific Islander	84	61	72.6%	0	269	95	83	87.4%	0	0	93	83	89.2%	0	0
Two or More	409	338	82.6%	0	269	304	266	87.5%	0	0	346	284	82.1%	0	0
Unknown	167	142	85.0%	0	269	192	168	87.5%	0	0	385	321	83.4%	0	0
White	6,290	5,505	87.5%	0	269	6,316	5,479	86.7%	0	0	6,497	5,581	85.9%	0	0
Male	**25,841**	**22,484**	**87.0%**	**0**	**0**	**26,392**	**22,723**	**86.1%**	**0**	**167**	**28,440**	**23,672**	**83.2%**	**0**	**160**
African American	1,427	1,199	84.0%	0	0	1,655	1,376	83.1%	0	167	1,833	1,520	82.9%	0	160
Asian	2,870	2,549	88.8%	0	0	3,040	2,690	88.5%	0	167	3,351	2,910	86.8%	0	160
Hispanic	14,419	12,446	86.3%	0	0	14,585	12,372	84.8%	0	167	15,591	12,707	81.5%	0	160
Native American	37	33	89.2%	0	0	67	59	88.1%	0	167	100	83	83.0%	0	160
Pacific Islander	72	65	90.3%	0	0	137	123	89.8%	0	167	189	164	86.8%	0	160
Two or More	449	394	87.8%	0	0	345	295	85.5%	0	167	394	324	82.2%	0	160
Total	**53,920**	**46,647**	**86.5%**	**0**	**0**	**55,048**	**47,576**	**86.4%**	**0**	**0**	**59,968**	**50,091**	**83.5%**	**0**	**0**

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).

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 11

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

Online Fall 2019

Academic Year Gender	2019-20 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**

Online Spring 2020

Academic Year Gender	2019-20 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**

Table 12

2019-2020 Retention Rates Distant Education for ADJ and NC

Academic Year Gender	2019-20 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 Gender	2019-20 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**

Program Review - Instructional: Administration of Justice
2021 - 2024

Table 13

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-13 WE 33124 (32)	ADJ-1 OL 33945 (20)	ADJ-3 OL 34000 (28)
Definitely, yes	-	-	-	68 %	57 %
Yes	-	-	-	18 %	36 %
Maybe	-	-	-	14 %	7 %
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

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**

Program Review - Instructional: Administration of Justice

 Student Educational Plan

Alarmingly, 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

Student Educational Pan	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	98.38%	95.58%	83.33%	77.94%	76.28%	**84.98%**
Student developed an abbreviated credit education plan	0.81%			0.71%	0.90%	**0.56%**
Student developed an abbreviated and a comprehensive credit education plan		2.21%	0.48%	1.42%	1.20%	**1.04%**
Student developed a comprehensive credit education plan	0.81%	2.21%	16.19%	19.93%	21.62%	**13.42%**
Total	100.00%	100.00%	100.00%	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

	Success Rate 2016	Success Rate 2020	Retention Rate 2016	Retention Rate 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.

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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.

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

Answered: 190   Skipped: 0
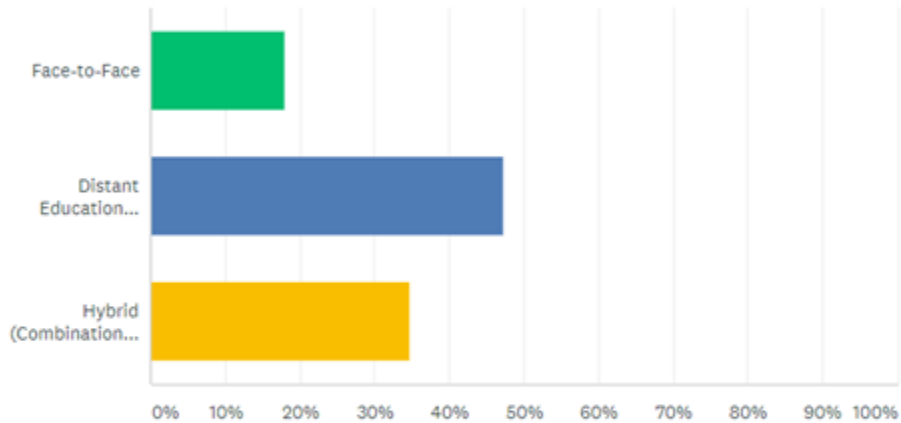
ANSWER CHOICES	RESPONSES	
Face-to-Face	17.89%	34
Distant Education (Online)	47.37%	90
Hybrid (Combination of online and face-to-face)	34.74%	66
TOTAL		190

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

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

Answered: 190   Skipped: 0
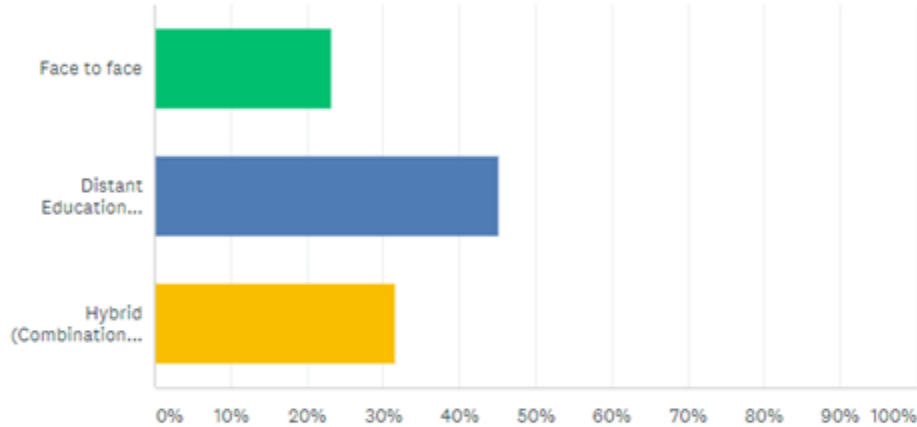
ANSWER CHOICES	RESPONSES	
Face to face	23.16%	44
Distant Education (Online)	45.26%	86
Hybrid (Combination of face to face and online)	31.58%	60
TOTAL		190

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

We have committed resources to increasing this program as there is 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.

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 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).

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 17
2017-2021 Equity Gaps in Success Rates in ADJ

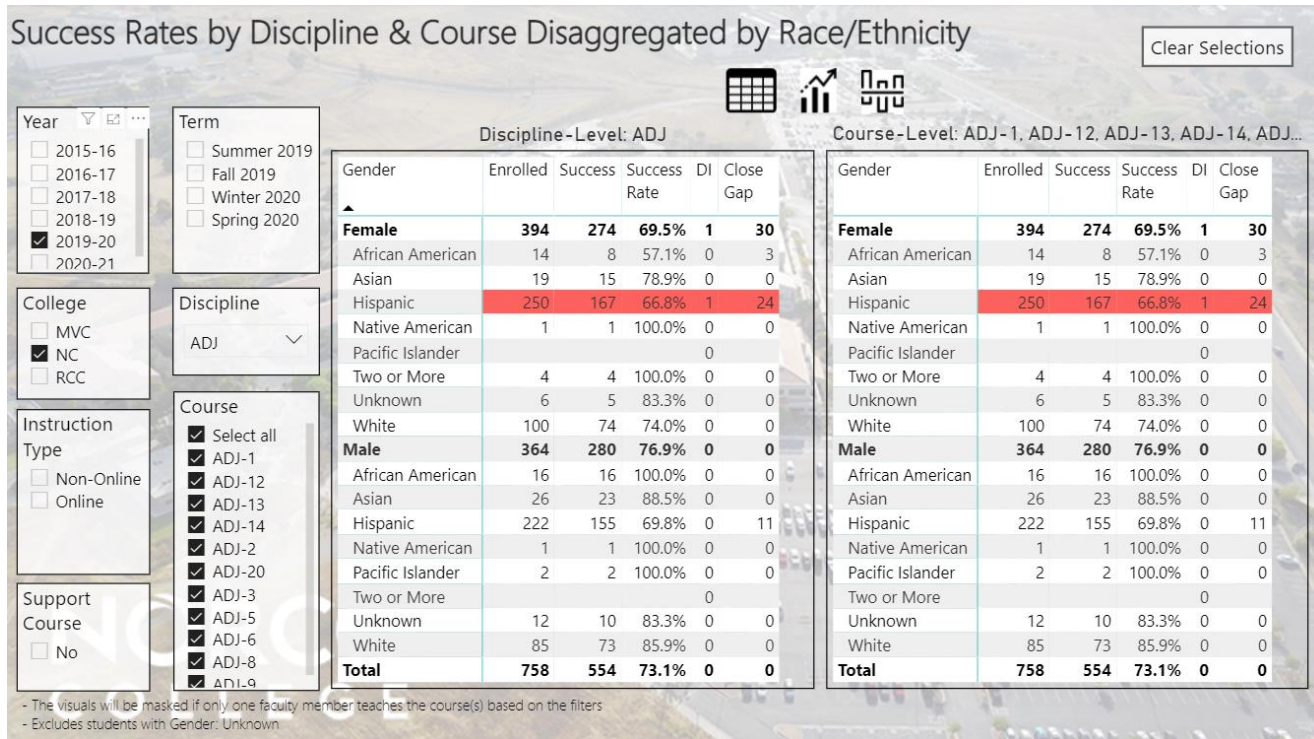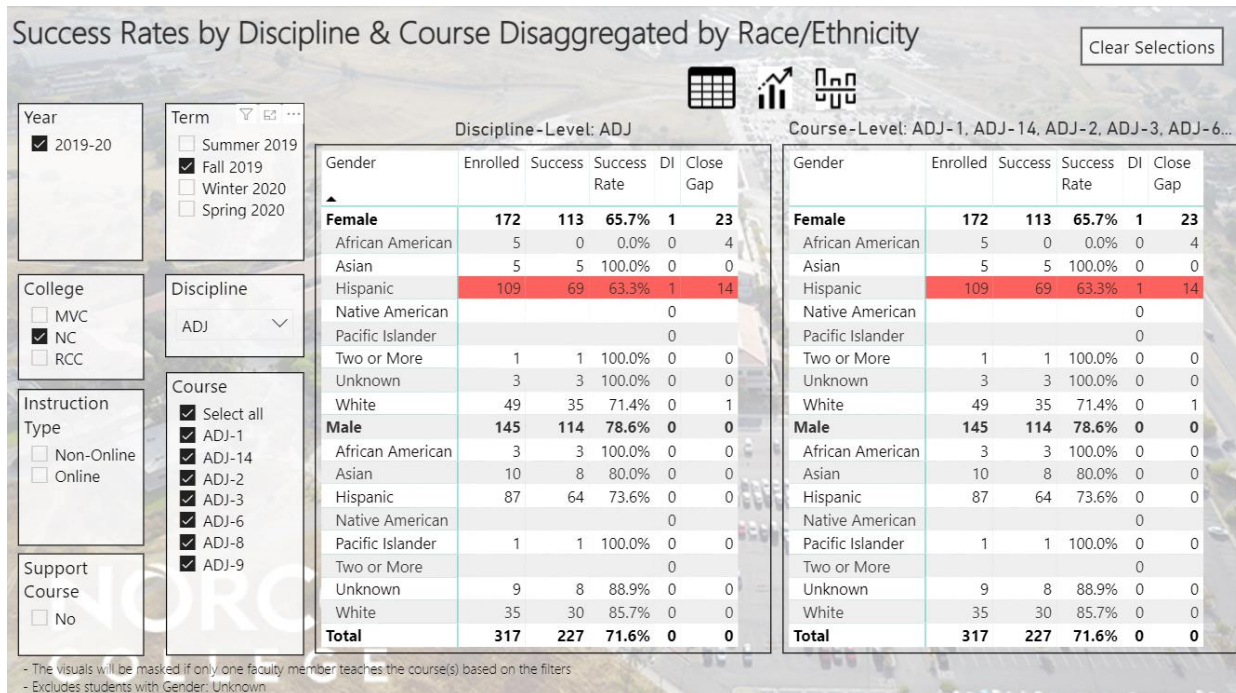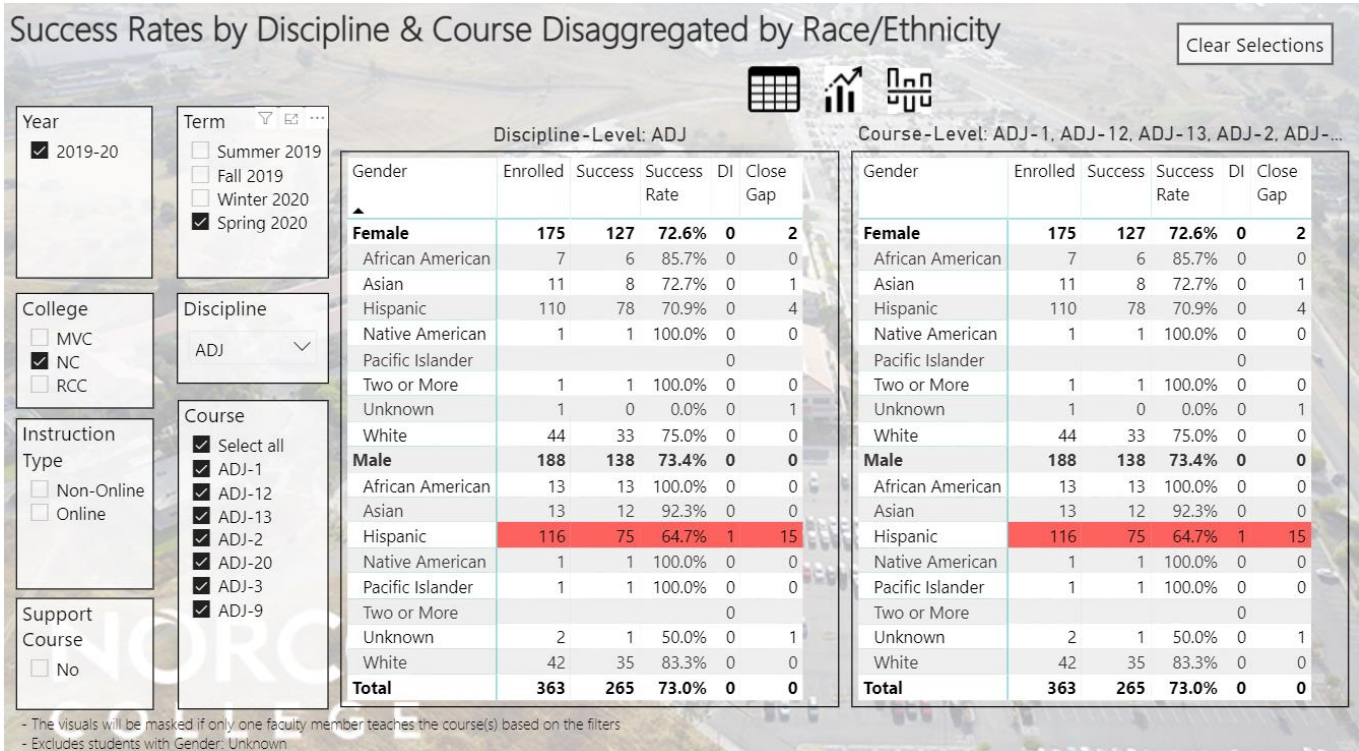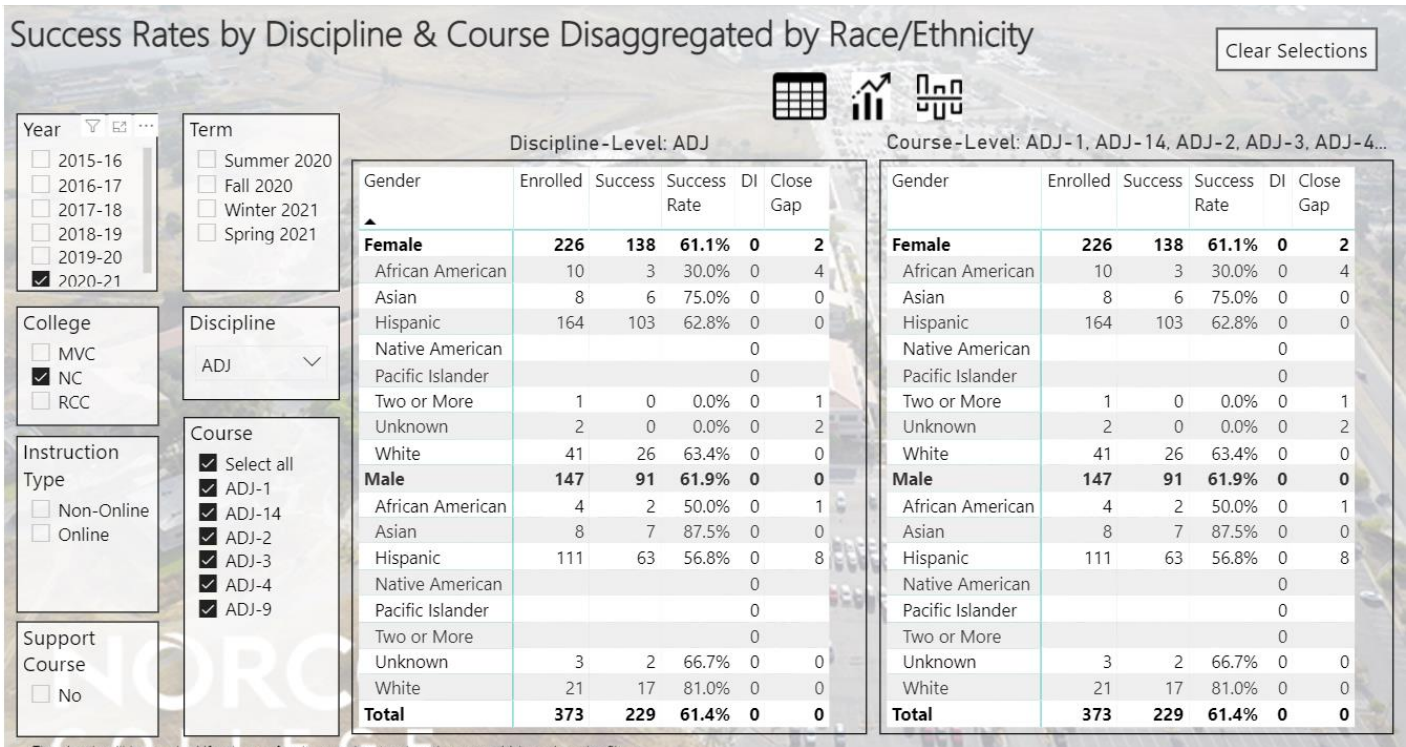**Success Rates by Discipline & Course Disaggregated by Race/Ethnicity**

Clear Selections

Year
- [ ] 2015-16
- [ ] 2016-17
- [x] 2017-18
- [x] 2018-19
- [x] 2019-20
- [x] 2020-21

Term
- [ ] Summer 2017
- [ ] Fall 2017
- [ ] Winter 2018
- [ ] Spring 2018
- [ ] Summer 2018
- [ ] Fall 2018

College
- [ ] MVC
- [x] NC
- [ ] RCC

Discipline
ADJ

Instruction Type
- [ ] Non-Online
- [ ] Online

Support Course
- [ ] No

Course
- [x] Select all
- [x] ADJ-1
- [x] ADJ-12
- [x] ADJ-13
- [x] ADJ-14
- [x] ADJ-2
- [x] ADJ-20
- [x] ADJ-3
- [x] ADJ-4
- [x] ADJ-5
- [x] ADJ-6
- [x] ADJ-8

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,212**	**899**	**74.2%**	**0**	**0**
African American	56	35	62.5%	0	7
Asian	49	38	77.6%	0	0
Hispanic	839	614	73.2%	0	6
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	13	12	92.3%	0	0
Unknown	12	9	75.0%	0	0
White	242	190	78.5%	0	0
Male	**933**	**679**	**72.8%**	**0**	**14**
African American	54	43	79.6%	0	0
Asian	61	52	85.2%	0	0
Hispanic	596	404	67.8%	1	48
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	6	6	100.0%	0	0
Unknown	20	15	75.0%	0	0
White	190	153	80.5%	0	0
Total	**2,145**	**1,578**	**73.6%**	**0**	**0**

Course-Level: ADJ-1, ADJ-12, ADJ-13, ADJ-14, ADJ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,212**	**899**	**74.2%**	**0**	**0**
African American	56	35	62.5%	0	7
Asian	49	38	77.6%	0	0
Hispanic	839	614	73.2%	0	6
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	13	12	92.3%	0	0
Unknown	12	9	75.0%	0	0
White	242	190	78.5%	0	0
Male	**933**	**679**	**72.8%**	**0**	**14**
African American	54	43	79.6%	0	0
Asian	61	52	85.2%	0	0
Hispanic	596	404	67.8%	1	48
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	6	6	100.0%	0	0
Unknown	20	15	75.0%	0	0
White	190	153	80.5%	0	0
Total	**2,145**	**1,578**	**73.6%**	**0**	**0**

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

Table 18
2017-2021 Equity Gaps in Success Rates in ADJ-1, ADJ-8, and ADJ-9

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**

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

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,212**	**899**	**74.2%**	**0**	**0**
African American	56	35	62.5%	0	7
Asian	49	38	77.6%	0	0
Hispanic	839	614	73.2%	0	6
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	13	12	92.3%	0	0
Unknown	12	9	75.0%	0	0
White	242	190	78.5%	0	0
Male	**933**	**679**	**72.8%**	**0**	**14**
African American	54	43	79.6%	0	0
Asian	61	52	85.2%	0	0
Hispanic	596	404	67.8%	1	48
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	6	6	100.0%	0	0
Unknown	20	15	75.0%	0	0
White	190	153	80.5%	0	0
Total	**2,145**	**1,578**	**73.6%**	**0**	**0**

Course-Level: ADJ-9

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**71**	**42**	**59.2%**	**1**	**10**
African American	2	1	50.0%	0	1
Asian	7	5	71.4%	0	0
Hispanic	47	26	55.3%	1	8
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown				0	
White	15	10	66.7%	0	1
Male	**131**	**95**	**72.5%**	**0**	**0**
African American	20	18	90.0%	0	0
Asian	10	9	90.0%	0	0
Hispanic	57	30	52.6%	1	13
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	8	88.9%	0	0
White	28	23	82.1%	0	0
Total	**202**	**137**	**67.8%**	**0**	**0**

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

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 were 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.

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 20

2019-2020 Equity Gaps in Success Rates in ADJ

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**394**	**274**	**69.5%**	**1**	**30**
African American	14	8	57.1%	0	3
Asian	19	15	78.9%	0	0
Hispanic	250	167	66.8%	1	24
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	4	4	100.0%	0	0
Unknown	6	5	83.3%	0	0
White	100	74	74.0%	0	0
Male	**364**	**280**	**76.9%**	**0**	**0**
African American	16	16	100.0%	0	0
Asian	26	23	88.5%	0	0
Hispanic	222	155	69.8%	0	11
Native American	1	1	100.0%	0	0
Pacific Islander	2	2	100.0%	0	0
Two or More				0	
Unknown	12	10	83.3%	0	0
White	85	73	85.9%	0	0
Total	**758**	**554**	**73.1%**	**0**	**0**

Course-Level: ADJ-1, ADJ-12, ADJ-13, ADJ-14, ADJ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**394**	**274**	**69.5%**	**1**	**30**
African American	14	8	57.1%	0	3
Asian	19	15	78.9%	0	0
Hispanic	250	167	66.8%	1	24
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	4	4	100.0%	0	0
Unknown	6	5	83.3%	0	0
White	100	74	74.0%	0	0
Male	**364**	**280**	**76.9%**	**0**	**0**
African American	16	16	100.0%	0	0
Asian	26	23	88.5%	0	0
Hispanic	222	155	69.8%	0	11
Native American	1	1	100.0%	0	0
Pacific Islander	2	2	100.0%	0	0
Two or More				0	
Unknown	12	10	83.3%	0	0
White	85	73	85.9%	0	0
Total	**758**	**554**	**73.1%**	**0**	**0**

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

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

Support Course: No

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

Table 21

2019-2020 Equity Gaps in Success Rates in Fall 2019

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**172**	**113**	**65.7%**	**1**	**23**
African American	5	0	0.0%	0	4
Asian	5	5	100.0%	0	0
Hispanic	109	69	63.3%	1	14
Native American				0	
Pacific Islander				0	
Two or More	1	1	100.0%	0	0
Unknown	3	3	100.0%	0	0
White	49	35	71.4%	0	1
Male	**145**	**114**	**78.6%**	**0**	**0**
African American	3	3	100.0%	0	0
Asian	10	8	80.0%	0	0
Hispanic	87	64	73.6%	0	0
Native American				0	
Pacific Islander	1	1	100.0%	0	0
Two or More				0	
Unknown	9	8	88.9%	0	0
White	35	30	85.7%	0	0
Total	**317**	**227**	**71.6%**	**0**	**0**

Course-Level: ADJ-1, ADJ-14, ADJ-2, ADJ-3, ADJ-6...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**172**	**113**	**65.7%**	**1**	**23**
African American	5	0	0.0%	0	4
Asian	5	5	100.0%	0	0
Hispanic	109	69	63.3%	1	14
Native American				0	
Pacific Islander				0	
Two or More	1	1	100.0%	0	0
Unknown	3	3	100.0%	0	0
White	49	35	71.4%	0	1
Male	**145**	**114**	**78.6%**	**0**	**0**
African American	3	3	100.0%	0	0
Asian	10	8	80.0%	0	0
Hispanic	87	64	73.6%	0	0
Native American				0	
Pacific Islander	1	1	100.0%	0	0
Two or More				0	
Unknown	9	8	88.9%	0	0
White	35	30	85.7%	0	0
Total	**317**	**227**	**71.6%**	**0**	**0**

Year: ☑2019-20

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

College: MVC, ☑NC, RCC

Discipline: ADJ

Instruction Type: Non-Online, Online

Course: ☑Select all, ☑ADJ-1, ☑ADJ-14, ☑ADJ-2, ☑ADJ-3, ☑ADJ-6, ☑ADJ-8, ☑ADJ-9

Support Course: No

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

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

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**175**	**127**	**72.6%**	**0**	**2**
African American	7	6	85.7%	0	0
Asian	11	8	72.7%	0	1
Hispanic	110	78	70.9%	0	4
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	1	1	100.0%	0	0
Unknown	1	0	0.0%	0	1
White	44	33	75.0%	0	0
Male	**188**	**138**	**73.4%**	**0**	**0**
African American	13	13	100.0%	0	0
Asian	13	12	92.3%	0	0
Hispanic	116	75	64.7%	1	15
Native American	1	1	100.0%	0	0
Pacific Islander	1	1	100.0%	0	0
Two or More				0	
Unknown	2	1	50.0%	0	1
White	42	35	83.3%	0	0
Total	**363**	**265**	**73.0%**	**0**	**0**

Course-Level: ADJ-1, ADJ-12, ADJ-13, ADJ-2, ADJ-...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**175**	**127**	**72.6%**	**0**	**2**
African American	7	6	85.7%	0	0
Asian	11	8	72.7%	0	1
Hispanic	110	78	70.9%	0	4
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	1	1	100.0%	0	0
Unknown	1	0	0.0%	0	1
White	44	33	75.0%	0	0
Male	**188**	**138**	**73.4%**	**0**	**0**
African American	13	13	100.0%	0	0
Asian	13	12	92.3%	0	0
Hispanic	116	75	64.7%	1	15
Native American	1	1	100.0%	0	0
Pacific Islander	1	1	100.0%	0	0
Two or More				0	
Unknown	2	1	50.0%	0	1
White	42	35	83.3%	0	0
Total	**363**	**265**	**73.0%**	**0**	**0**

Filters: Year: 2019-20; Term: Spring 2020; College: NC; Discipline: ADJ; Course: Select all, ADJ-1, ADJ-12, ADJ-13, ADJ-2, ADJ-20, ADJ-3, ADJ-9; Clear Selections

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

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
2020-2021Equity Gaps in Success Rates

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**226**	**138**	**61.1%**	**0**	**2**
African American	10	3	30.0%	0	4
Asian	8	6	75.0%	0	0
Hispanic	164	103	62.8%	0	0
Native American				0	
Pacific Islander				0	
Two or More	1	0	0.0%	0	1
Unknown	2	0	0.0%	0	2
White	41	26	63.4%	0	0
Male	**147**	**91**	**61.9%**	**0**	**0**
African American	4	2	50.0%	0	1
Asian	8	7	87.5%	0	0
Hispanic	111	63	56.8%	0	8
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	3	2	66.7%	0	0
White	21	17	81.0%	0	0
Total	**373**	**229**	**61.4%**	**0**	**0**

Course-Level: ADJ-1, ADJ-14, ADJ-2, ADJ-3, ADJ-4...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**226**	**138**	**61.1%**	**0**	**2**
African American	10	3	30.0%	0	4
Asian	8	6	75.0%	0	0
Hispanic	164	103	62.8%	0	0
Native American				0	
Pacific Islander				0	
Two or More	1	0	0.0%	0	1
Unknown	2	0	0.0%	0	2
White	41	26	63.4%	0	0
Male	**147**	**91**	**61.9%**	**0**	**0**
African American	4	2	50.0%	0	1
Asian	8	7	87.5%	0	0
Hispanic	111	63	56.8%	0	8
Native American				0	
Pacific Islander				0	
Two or More				0	
Unknown	3	2	66.7%	0	0
White	21	17	81.0%	0	0
Total	**373**	**229**	**61.4%**	**0**	**0**

Filter panel:

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

Term: Summer 2020, Fall 2020, Winter 2021, Spring 2021

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

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 revels 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

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Discipline-Level: ADJ

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,212**	**1,089**	**89.9%**	**0**	**0**
African American	56	49	87.5%	0	2
Asian	49	46	93.9%	0	0
Hispanic	839	752	89.6%	0	0
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	13	12	92.3%	0	0
Unknown	12	10	83.3%	0	1
White	242	219	90.5%	0	0
Male	**933**	**829**	**88.9%**	**0**	**10**
African American	54	49	90.7%	0	0
Asian	61	56	91.8%	0	0
Hispanic	596	514	86.2%	1	27
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	6	6	100.0%	0	0
Unknown	20	18	90.0%	0	0
White	190	180	94.7%	0	0
Total	**2,145**	**1,918**	**89.4%**	**0**	**0**

Course-Level: ADJ-1, ADJ-12, ADJ-13, ADJ-14, ADJ...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,212**	**1,089**	**89.9%**	**0**	**0**
African American	56	49	87.5%	0	2
Asian	49	46	93.9%	0	0
Hispanic	839	752	89.6%	0	0
Native American	1	1	100.0%	0	0
Pacific Islander				0	
Two or More	13	12	92.3%	0	0
Unknown	12	10	83.3%	0	1
White	242	219	90.5%	0	0
Male	**933**	**829**	**88.9%**	**0**	**10**
African American	54	49	90.7%	0	0
Asian	61	56	91.8%	0	0
Hispanic	596	514	86.2%	1	27
Native American	2	2	100.0%	0	0
Pacific Islander	4	4	100.0%	0	0
Two or More	6	6	100.0%	0	0
Unknown	20	18	90.0%	0	0
White	190	180	94.7%	0	0
Total	**2,145**	**1,918**	**89.4%**	**0**	**0**

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

Table 25

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

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**

Program Review - Instructional: Administration of Justice

2021 - 2024

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

Table 27

2020-2021Equity Gaps in Retention Rates

Program Review - Instructional: Administration of Justice

2021 - 2024

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
- 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.

Program Review - Instructional: Administration of Justice

2021 - 2024

- 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

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.

Program Review - Instructional: Administration of Justice

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 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 do 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.

Section 4: Alignment to Career and Transfer

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

Last year 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 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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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 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

Program Review - Instructional: Administration of Justice

2021 - 2024

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.

<mark>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.).</mark>

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.

<mark>Review current PLOs. Do the outcomes listed above align with the current program outcomes?</mark>

Current PLOs:

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 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
Program Review: Part 1

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

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.

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.

Program Review - Instructional: Administration of Justice

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.

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.

Goal No. 3 - ADJ faculty to promote and offer classes in our duel enrollment programs, prison program, and use our military articulations to solicit veterans into our program.

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.

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.

Goal No. 6 – Develop a state of the art simulation crime lab for students to participate in experiential learning.

Goal No. 7 – Expand our current CSI Certificate from the local to the state level.

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)

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.

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 28
2017-2020 Increase in ADJ Program Enrollment

Administration of Justice

Academic Year	2016-17					2019-20				
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Female	**138**	**84**	**60.9%**	**0**	**5**	**394**	**274**	**69.5%**	**1**	**30**
African American	4	3	75.0%	0	5	14	8	57.1%	0	30
Asian	3	2	66.7%	0	5	19	15	78.9%	0	30
Hispanic	109	64	58.7%	0	5	250	167	66.8%	1	30
Native American				0	5	1	1	100.0%	0	30
Pacific Islander				0	5				0	30
Two or More	1	0	0.0%	0	5	4	4	100.0%	0	30
Unknown				0	5	6	5	83.3%	0	30
White	21	15	71.4%	0	5	100	74	74.0%	0	30
Male	**112**	**72**	**64.3%**	**0**	**0**	**364**	**280**	**76.9%**	**0**	**0**
African American	8	5	62.5%	0	0	16	16	100.0%	0	0
Asian	8	7	87.5%	0	0	26	23	88.5%	0	0
Hispanic	67	39	58.2%	0	0	222	155	69.8%	0	0
Native American				0	0	1	1	100.0%	0	0
Pacific Islander	1	0	0.0%	0	0	2	2	100.0%	0	0
Two or More				0	0				0	0
Unknown	3	3	100.0%	0	0	12	10	83.3%	0	0
White	25	18	72.0%	0	0	85	73	85.9%	0	0
Total	**250**	**156**	**62.4%**	**0**	**0**	**758**	**554**	**73.1%**	**0**	**0**

Table 16
2016-2020 Success and Retention Rates for ADJ, SBS and NC

	Success Rate 2016	Success Rate 2020	Retention Rate 2016	Retention Rate 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.

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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

JOB	NATIONAL	CALIFORNIA
Judges, Magistrates	116,100	183,980
Lawyers	136,260	163,020
Supervisors: Police & Detectives	85,810	132,240
Admin Law Judges, Adjudicators	93,140	121,390
Detectives, Criminal Investigators	79,620	97,000
Police and Sheriff's Patrol Officers	61,270	93,550
Supervisors: Correctional Officers	62,770	88,550
Fire Inspectors and Investigators	59,800	85,970
Fish and Game Wardens	54,970	72,630
Arbitrator, Mediator, Conciliator	69,060	76,300
Court Reporters	54,720	70,490
Correctional Officers and Jailers	45,320	69,040
Paralegals and Legal Assistants	52,390	59,230
Private Detectives	52,840	55,420
Animal Control Workers	35,330	47,660
Transportation Security Screeners	40,050	41,310

Source: Accredited Schools Online. https://www.accreditedschoolsonline.org/criminal-justice-degree/california/ (Visited 4/29/2021).

Program Review - Instructional: Administration of Justice

2021 - 2024

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

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)?

Fulltime faculty

CJSA Material

EMP GOAL 2. Implement Guided Pathways framework.´

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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 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.

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**	**Law School**
No Degree Requ.	No Degree Requ.	No Degree Requ.	Varies	B.A. / B.S.	JD Degree
Suggested Courses for Desired Pathway					
ADJ-1	ADJ-1	ADJ-1	ADJ-1	ADJ-1	ADJ-1 *
ADJ-3	ADJ-3	ADJ-3	ADJ-3	ADJ-3	ADJ-3
ADJ-5	ADJ-2	ADJ-5	ADJ-5	ADJ-2	ADJ-2
ADJ-8	ADJ-4	ADJ-8	ADJ-8	ADJ-4	ADJ-4
ADJ-13	ADJ-9 or ADJ-5	ADJ-9	ADJ-20	ADJ-13	ADJ-9 *
ADJ-6 or 19 **	ADJ-20	ADJ-20	EAR-20	ADJ-12	POL-5

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

Table 15

ADJ Student Educational Plan

Student Educational Pan	2015-16	2016-17	2017-18	2018-19	2019-20	**Total**
Student did not complete a credit education plan during the term	98.38%	95.58%	83.33%	77.94%	76.28%	**84.98%**
Student developed an abbreviated credit education plan	0.81%			0.71%	0.90%	**0.56%**
Student developed an abbreviated and a comprehensive credit education plan		2.21%	0.48%	1.42%	1.20%	**1.04%**
Student developed a comprehensive credit education plan	0.81%	2.21%	16.19%	19.93%	21.62%	**13.42%**
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

<mark>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)?</mark>

F/T Faculty

Equipment

Instructional Supplies

Outreach

Program Review - Instructional: Administration of Justice

2021 - 2024

EMP GOAL 3. Close all student equity gaps.

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.

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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

Academic Year Gender	2016-17 Enrolled	Success	Success Rate	DI	Close Gap	2019-20 Enrolled	Success	Success Rate	DI	Close Gap
Female	**138**	**84**	**60.9%**	**0**	**5**	**394**	**274**	**69.5%**	**1**	**30**
African American	4	3	75.0%	0	5	14	8	57.1%	0	30
Asian	3	2	66.7%	0	5	19	15	78.9%	0	30
Hispanic	109	64	58.7%	0	5	250	167	66.8%	1	30
Native American				0	5	1	1	100.0%	0	30
Pacific Islander				0	5				0	30
Two or More	1	0	0.0%	0	5	4	4	100.0%	0	30
Unknown				0	5	6	5	83.3%	0	30
White	21	15	71.4%	0	5	100	74	74.0%	0	30
Male	**112**	**72**	**64.3%**	**0**	**0**	**364**	**280**	**76.9%**	**0**	**0**
African American	8	5	62.5%	0	0	16	16	100.0%	0	0
Asian	8	7	87.5%	0	0	26	23	88.5%	0	0
Hispanic	67	39	58.2%	0	0	222	155	69.8%	0	0
Native American				0	0	1	1	100.0%	0	0
Pacific Islander	1	0	0.0%	0	0	2	2	100.0%	0	0
Two or More				0	0				0	0
Unknown	3	3	100.0%	0	0	12	10	83.3%	0	0
White	25	18	72.0%	0	0	85	73	85.9%	0	0
Total	**250**	**156**	**62.4%**	**0**	**0**	**758**	**554**	**73.1%**	**0**	**0**

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.
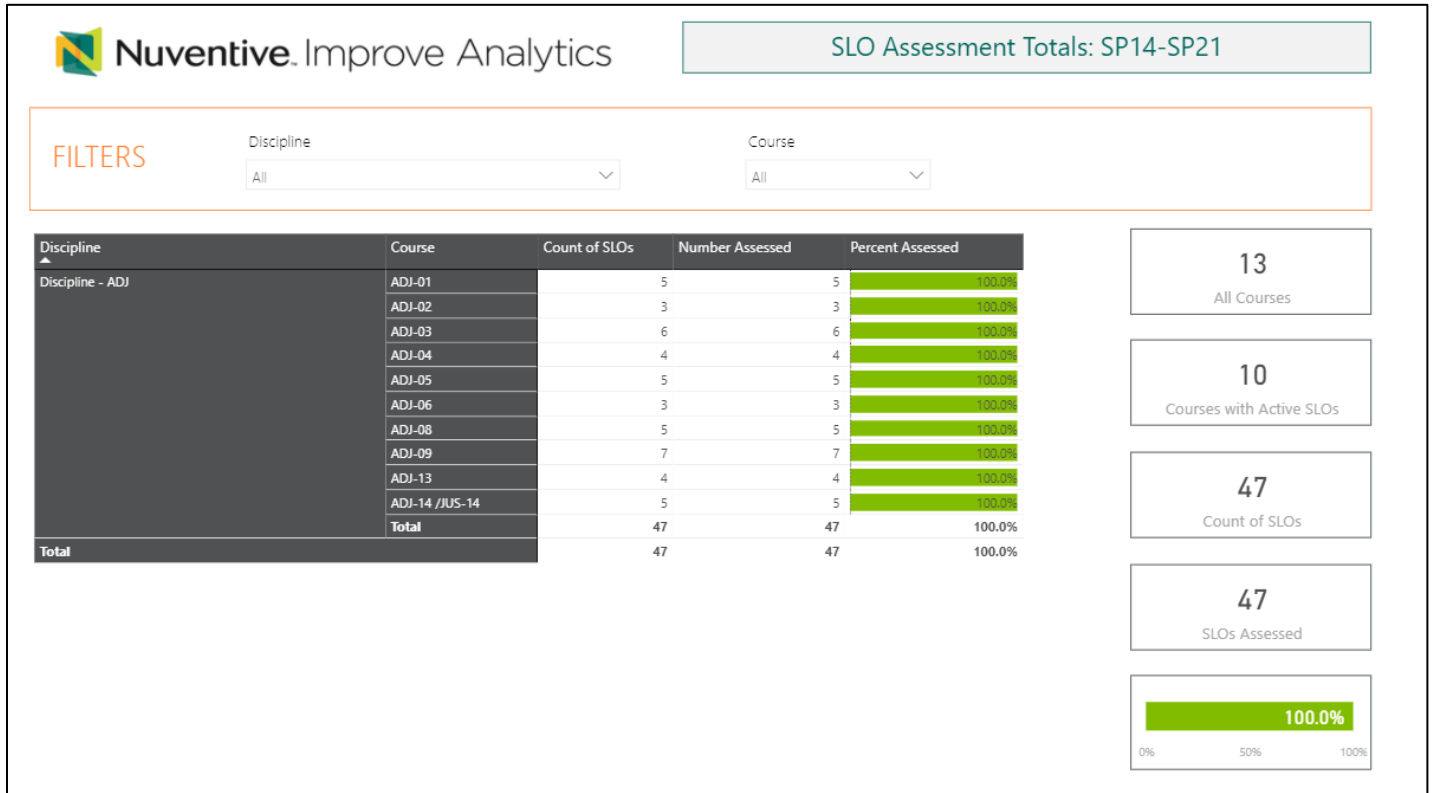
Figure 4: ADJ SLO Assessment Totals through Spring 2021
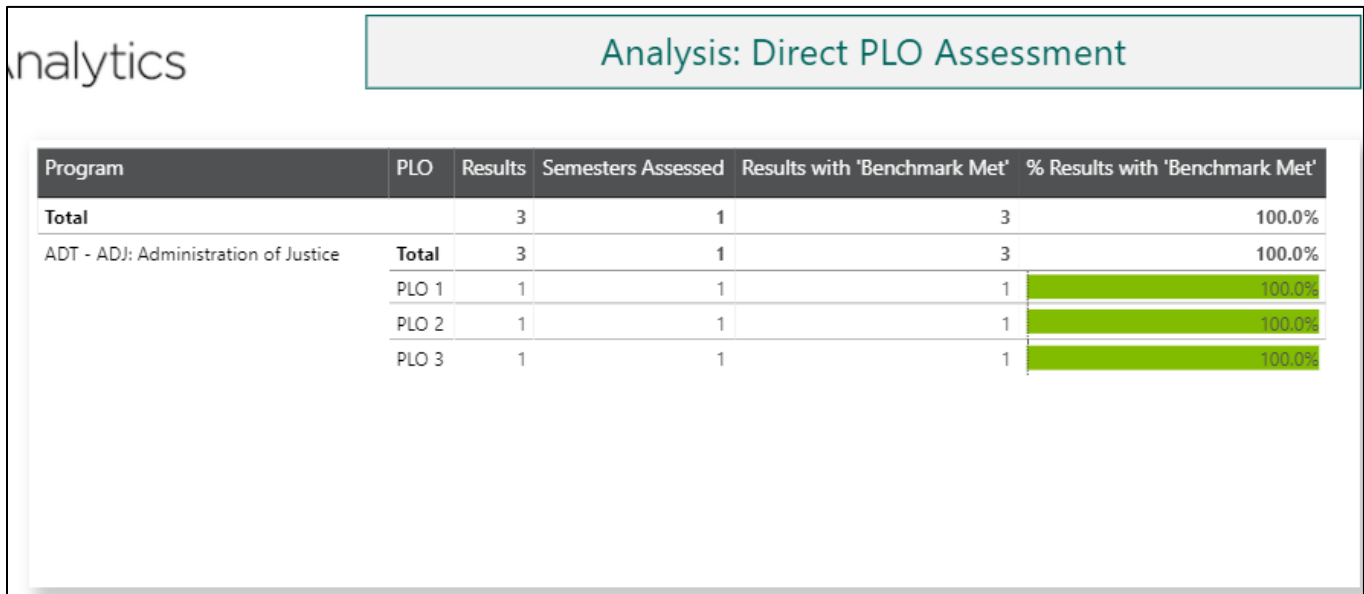
Figure 5: ADJ PLO Assessment with 100% of benchmarks met through Spring 2021

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

==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)?==

Fulltime faculty

Lab assistant

Instructional Equipment

Instructional Supplies

Textbooks

CJSA – Club materials

Outreach, Job Fairs and Workshops

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

==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 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
- CCCCO & 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.

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:

- Western Association of Criminal Justice – Oct. 2021
- CCCAOE Leadership Academy – Nov. 2021
- Western Society of Criminology Feb. 2022
- World Academy: International Conference on Criminology – March, 2022.

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.

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

Attached to this program review are my FLEX hours for 2020-2021 and various flyers on conferences attended in previous years.

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, ongoing attendance at a variety of conferences in subject matter and CTE.

Professional Development

Program Review - Instructional: Administration of Justice

2021 - 2024

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

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 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.

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 - Instructional: Administration of Justice

2021 - 2024

The growth of the program will attract more students into the field of public safety. It is 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.

<mark>Do you have assessment data or other evidence that relates to this goal?</mark>

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*).

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.

<mark>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)?</mark>

Additional fulltime faculty

Lab Assistant

Outreach, job fairs and workshops

Program Review - Instructional: Administration of Justice

2021 - 2024

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

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.

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)

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

At this time there is no assessment data relating to this goal. However 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.

<mark>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)?</mark>

Need for the ability to attend conference, training and workshops

CJSA student club materials

Costs associated with district wide advisory board meetings

Outreach, job fairs and workshops

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.

<mark>What are you doing now in support of this goal?</mark>

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 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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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.

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

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.

Program Review - Instructional: Administration of Justice

2021 - 2024

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.

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 Gender	2016-17 Enrolled	Success	Success Rate	DI	Close Gap	2019-20 Enrolled	Success	Success Rate	DI	Close Gap
Female	138	84	60.9%	0	5	394	274	69.5%	1	30
African American	4	3	75.0%	0	5	14	8	57.1%	0	30
Asian	3	2	66.7%	0	5	19	15	78.9%	0	30
Hispanic	109	64	58.7%	0	5	250	167	66.8%	1	30
Native American				0	5	1	1	100.0%	0	30
Pacific Islander				0	5				0	30
Two or More	1	0	0.0%	0	5	4	4	100.0%	0	30
Unknown				0	5	6	5	83.3%	0	30
White	21	15	71.4%	0	5	100	74	74.0%	0	30
Male	112	72	64.3%	0	0	364	280	76.9%	0	0
African American	8	5	62.5%	0	0	16	16	100.0%	0	0
Asian	8	7	87.5%	0	0	26	23	88.5%	0	0
Hispanic	67	39	58.2%	0	0	222	155	69.8%	0	0
Native American				0	0	1	1	100.0%	0	0
Pacific Islander	1	0	0.0%	0	0	2	2	100.0%	0	0
Two or More				0	0				0	0
Unknown	3	3	100.0%	0	0	12	10	83.3%	0	0
White	25	18	72.0%	0	0	85	73	85.9%	0	0
Total	250	156	62.4%	0	0	758	554	73.1%	0	0

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

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)
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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.
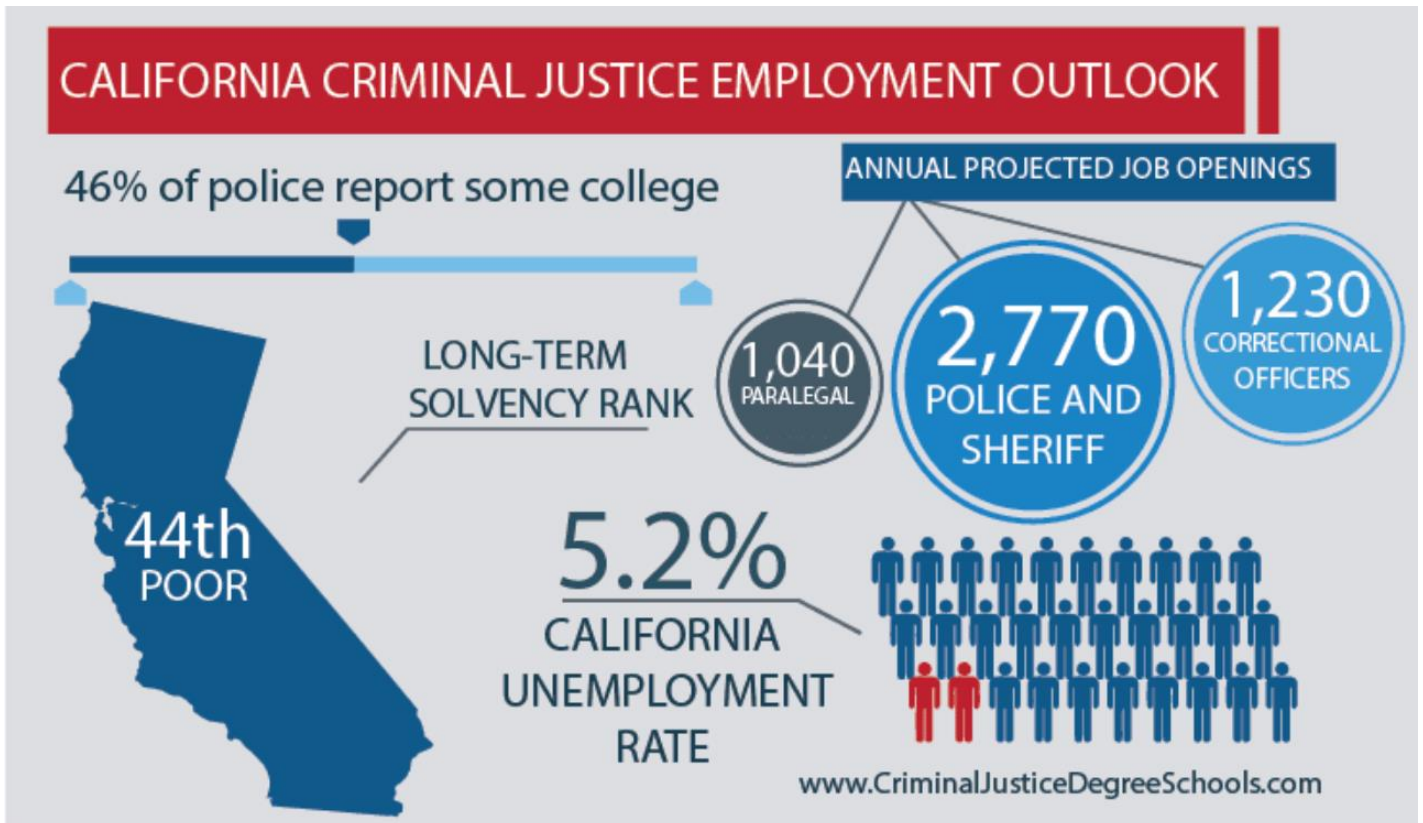
Figure 6: California Criminal Justice Employment Outlook.

<mark>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)?</mark>

2nd **Fulltime Faculty**

Lab Assistant

Conference, Training and Workshops

Instructional Equipment

Instructional Supplies

Textbooks

CJSA Student club materials

Costs associated with district wide advisory boards

Outreach, Job Fairs and Workshops

2021-2022 Perkins Funding Award

Program Review: Part 2

Program Review: Part 2

Curriculum

Are all your courses current (within four years)?

Yes, all courses offered at Norco College have gone through major modifications since 2018.

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

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

No. All courses within the ADJ program have been DE approved within the last two years.

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

No, our discipline across all three colleges are working collaboratively to ensure our courses are updated every two years.

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.

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.

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.

ADJ Course of Record Updates

FLEX data sheet for 2020-2021

Conference flyers from 2018, 2019, & 2020

Perkins Request

Perkins Award for 2021-2022

ADJ Guided Pathways

Syllabi ADJ-13 showing student resources

Draft of revised CSI certificate

Regional Labor Statistics

Public Safety Regional Advisory 2021

Advisory Board Meetings 2020

Advisory Board Meetings 2019

Program Review - Instructional: Administration of Justice

2021 - 2024

Resource Request

What resources do we already have?

What resources do you need?

Request related to EMP goal or Assessment?

EMP Goal/s: 1   2   3   4   5   6   7

Amount Requested $

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

ITEM: Instructional supplies

STAFF: Classified Professional, Confidential, Manager

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

BUDGET: Facilities Building, Remodel

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

Potential Funding Source(s)

Instructional Equipment Allocation	SSSP SEA	General Fund
Lottery Instructional Supplies	GRANT: PACES Title V HSI	Guided Pathways
CTE: Perkins (VTEA)	GRANT: Here to Career Title V	College Futures Foundation
CTE: Strong Workforce Project (SWP)	GRANT: National Center for Supply Chain Automation	Other/None
Equity	GRANT: CTE Pathways for Foster Youth	

The evidence to support this request can be found in:

Data Review = Success/Retention Data, Labor Stats, Equity, Prog. of study, education plan, action plan

Assessment Review = SLO/PLO, mapping, alignment to career & transfer – Experiential learning

Program Review: Part 1 = EMP Goals

Program Review: Part 2 = COR, Curriculum, Program Review Reflection, Meaningful and Relevance

This request for my area is Priority #:

Resource Request

Resource priority requests through other funding:

1. **Faculty: Full time faculty**
2. **Faculty: Lab Assistant/ADJ-12 and ADJ-14 Saturday Labs**
3. **Professional Development: Western Society of Criminology, Feb. 2022 in Hawaii. 2023 conference in Vancouver, British Columbia**
4. **Instructional Supplies: One-time forensic lab kits**
5. **Instructional Supplies: Crime Scene Privacy Screen**

Resource Request being funded by Perkins:

6. **Conferences/Training/Workshops**
7. **Instructional Equipment**
8. **Instructional Supplies**
9. **Textbooks**
10. **CJSA – Student Club materials**
11. **District wide Advisory Board**
12. **Outreach, Job Fairs, & Workshops**

California Competes <info@californiacompetes.org>
Wed 7/15/2020 10:18 AM

To: Williams, Sigrid <Sigrid.Williams@norcocollege.edu>

View this email in your browser

Live Webinar

California Competes: Higher Education for a Strong Economy will host a live, one-hour webinar featuring Governor Gavin Newsom's Senior Policy Advisor for Higher Education Dr. Lande Ajose and ECMC President Peter J. Taylor as panelists. California Competes Executive Director Dr. Su Jin Gatlin Jez will moderate the conversation.

Wednesday, July 29, 2020, 1:00-2:00 p.m. PST

Register Now

The pandemic has made the need for new, innovative options in higher education clear and urgent. Highlights from California Competes's upcoming Postsecondary to Prosperity Dashboard will be followed by a conversation about building an inclusive and equitable economic recovery for California. The online Dashboard offers metrics that allow users to assess educational opportunity, upward mobility in the workforce, and quality of life indicators such as commute time and homeownership rates throughout California's diverse regions. The panelists will discuss how systems can be transformed so California's post-pandemic future can be one where every Californian has the opportunity to thrive.

Panelists

Peter J. Taylor serves as president of ECMC Foundation where he has led more than $165 million of investments in initiatives affecting higher educational outcomes, especially among students from underserved populations. Before ECMC Foundation, he served as executive vice president and chief financial officer of the

University of California system and spent nearly 16 years in investment banking.

Dr. Lande Ajose is the senior policy advisor for higher education for the Office of Governor Gavin Newsom where she develops the governor's higher education policy agenda. Prior to her appointment, she served as executive director of California Competes. In 2014 Dr. Ajose was appointed to the California Student Aid Commission (CSAC) by Governor Jerry Brown and served as chair for two years.

Moderator

Dr. Su Jin Gatlin Jez serves as executive director of California Competes where she leads the organization's work to develop nonpartisan and financially pragmatic recommendations for improved higher education and workforce policies and practices across California. Prior to joining California Competes, she served as Associate Professor of Public Policy and Administration at California State University, Sacramento, where she remains on faculty.

Join and follow the conversation on social:

Twitter @CalCompetes Facebook @CaliforniaCompetes

Hashtag: #PostsecondarytoProsperity

Our mailing address is:
California Competes
2323 Broadway

Suite 219
Oakland, CA 94612

CCCAOE <rmabery@cccaoe.ccsend.com>
on behalf of
CCCAOE <executivedirector@cccaoe.org>

Mon 8/17/2020 9:01 AM

To: Williams, Sigrid <Sigrid.Williams@norcocollege.edu>

WE ARE LIVE!!!

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AND BEYOND.

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- Rosabeth Moss Kanter

A QUICK MESSAGE FROM CCCAOE PRESIDENT: EVA JIMENEZ

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SEPT 30 -
OCT 2, 2020
AND BEYOND

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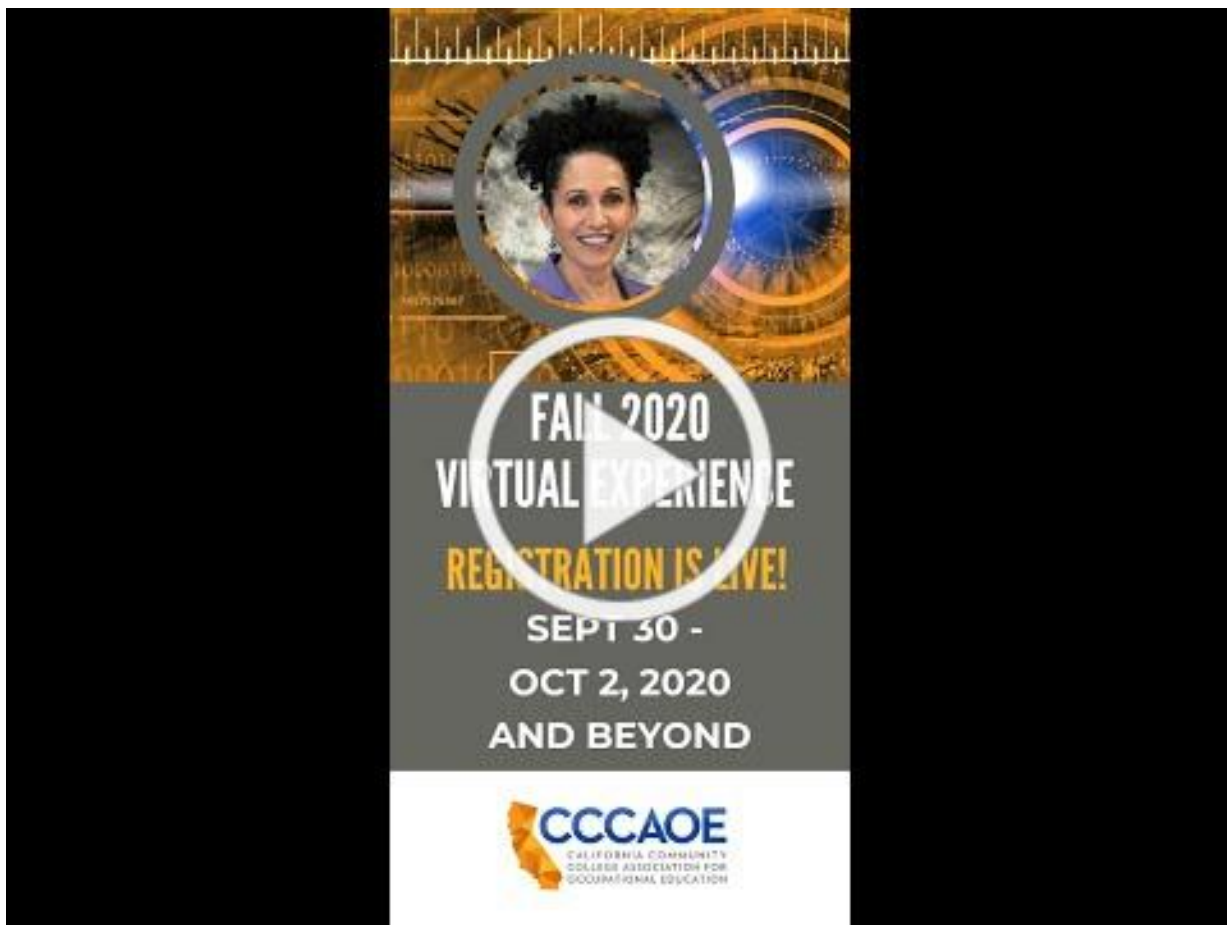
We may not be able to enjoy each-others' company in person this Fall, but we have a unique groundbreaking experience planned for you that YOU DO NOT WANT TO MISS!

— •●• —

Launch into the new decade with a relevant and exciting look at forward-thinking, cutting-edge professional and leadership development to support your education efforts. Gain knowledge and inspiration that will help you be the best leaders in your classrooms, school districts, and college campuses whether locally, regionally, statewide or nationally. All to enhance student success from K-12 and beyond.

Our Fall 2020 Virtual Experience is a vital component to the growth and development of career education. Join in the energizing opportunity to network with leaders and peers, who like you, show up every day in their roles as active leaders. Broaden your view and impact by exchanging ideas and fostering collaboration during our breakout sessions.

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Robert Eyler, PhD.	Susan Jones	Kevin Fleming *joined by Dr. Alex Davis*	Mickey Porter	Mike Walsh
The Economy 2021: Are Workers and Workforce Development Getting Better from COVID-19?	ACES Behavior and Us!	Hard to Convert CTE programs: Research & Recommendations	Daring Leadership For Chaotic Times	Influencing & Leading: From Wherever You Are

These Keynote Speakers will give you a broad spectrum of knowledge in many of the important issues we are facing in our world right now. From Economics to Mental Health these speakers will inspire you and give you tools for success.

PLENARY SESSIONS

FALL 2020 PRESIDENTS PANEL
A PERFECT VISION FOR STUDENT SUCCESS

CCCAOE — CALIFORNIA COMMUNITY COLLEGE ASSOCIATION FOR OCCUPATIONAL EDUCATION

JOE WYSE, ED.D.   DR. OMID POURZANJANI

DR. JULIUS O. SOKENU   SUNITA COOKE, PH.D

COMMUNICATION DURING CRISIS THROUGH THE LENSE OF A CEO
Gain perspective from four CEOs from around the State
on managing communication during emergencies.

Dr. Joe Wyse,

Superintendent /President, Shasta College

Dr. Julius Sokenu,

Interim President, Moorpark College

Dr. Omid Pourzanjani,

Superintendent/President, San Joaquin Delta College

Dr. Sunika "Suny" Cooke,

Superintendent/President, Mira Costa College

Three Presentations offered over the course of the Virtual Experience:

Strategies for Developing Canvas-Based Online Career Exploration Courses

Put the Entire Smithsonian at Your Fingertips and Directly Into Your Digital Curriculum

CTE Online: Introducing the New Platform, New Pathways Guide, and Digital Curriculum / Collaboration Tools

FALL 2020 PLENARY SESSION:

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MULTIPLE SESSIONS ON ONLINE LEARNING FROM:

BRIAN AUSLAND, CHIEF LEARNING OFFICER - ONE LEARNING COMMUNITY

FALL 2020 PLENARY SESSION:

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EFFECTIVE ONLINE TEACHING IS NOT AN OXYMORON

FACILITATED BY: PENNY MACCORMACK, CHIEF ACADEMIC OFFICER, ACUE

Effective Online Teaching is Not an Oxymoron

A Facilitated 1-hour panel discussion lead by Penny MacCormack, Chief Academic Officer, ACUE.

This plenary discussion kicks off a series of virtual sessions that debunk common myths about online teaching.

SO MUCH MORE...

Stretch and Connect Breaks:

Guided meditations to reduce stress, and find peace in the everyday. Practicing Mindfulness and Yoga

Stretching Breaks throughout the Virtual Experience.

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STRETCH AND CONNECT
GUIDED MINDFULNESS AND STRETCHING

FALL 2020 VIRTUAL EXPERIENCE
A PERFECT VISION FOR STUDENT SUCCESS

CALIFORNIA COMMUNITY COLLEGE
ASSOCIATION FOR OCCUPATIONAL EDUCATION'S

PRESIDENT'S RECEPTION AND HAPPY HOUR WITH VIRTUAL DJ

FALL 2020 VIRTUAL EXPERIENCE
A PERFECT VISION FOR STUDENT SUCCESS

Virtual Networking during our President's Reception on Thursday October 1.

Grab your favorite beverage, chat with your friends, and join us for Happy Hour with a Virtual DJ to unwind and make the most of the opportunity for all of us to gather in the virtual world.

Webinar Series that extend through October!

A 5-PART WEBINAR SERIES: GETTING STARTED WITH THE CHANCELLOR'S OFFICE DATA TOOLS, LAUNCHBOARD AND USING THE DATA

FACILITATED BY: KAREN BELTRAMO AND KATHY BOOTH

WestEd

A 2-PART WEBINAR SERIES: LINKEDIN AND LINKEDIN LEARN

Linked in

FACILITATED BY: RYAN ZERVAKOS

Join Karen Beltramo and Kathy Booth of WestEd with a 5-part Webinar Series:

LaunchBoard Overview and 2019-20 Updates

Using Data to Address Structural Barriers to EquitableOutcomes

(Advanced) Under the Hood of the LaunchBoard: Understanding What's Changed

and more....

Join Ryan Zervakos of LinkedIn for a 2-part Webinar Series:

LinkedIn Best Practices and Insights

and

Using LinkedIn Learning for Professional Development

A 3-PART MENTAL HEALTH WEBINAR SERIES: BEHAVIOR AND US!

Creative Behavior Systems
Connected, Aware, Resilient Environments

FACILITATED BY: SUSAN JONES

A 3-PART WEBINAR SERIES THAT DEBUNKS COMMO MYTHS ABOUT ONLINE TEACHING.

FACILITATED BY:

ACUE | Association of College and University Educators

Join founder of Creative Behavior Systems, Susan Jones for a 3-part Mental Health Webinar Series: Behavior and Us!

1. Caring for Self in Crisis

2. Restorative and Trauma-Informed

3. Relationships, Relationships, Relationships

Join Leaders at ACUE for 3 Facilitated Panel Discussions focusing on:

Myth 1: Online teaching is not engaging.

Myth 2: Hands-on and active learning can't be used online.

Myth 3: Online teaching doesn't need to address diversity, equity, and inclusion.

Over 30 Breakout Sessions

that extend through October!
Here are a few:

FALL 2020

BREAKOUT SESSIONS

- **Breaking With Traditional Learning Model: Pipeline to Platform**

- **Mind the Gap: How to Help Teachers Make the Transition from Face-to-Face to Online Learning**

- **Getting Started with the LauchBoard and Using the Data**

- **Education Fieldwork during Covid-19: Best Practices of the Summer 2020 Education**

- **Engaging Student Learning with Edpuzzle**

- **From Employer Engagement to Employer Responsiveness**

- **Flipping the Career Center Model: A 21st Century Framework**

- **Reentry Pathway to Success**

- **Rock Your Online Course with My Top 20 Canvas Tips**

- **Fieldwork Community of Practice**

- **Representation Matters- Spotlighting Non-Traditional Voices in Career Preparation**

- **Making your apprenticeship more accessible to English Language Learners**

- **Empower your students with Certiport Industry Certifications**

- **A Review of the Legal Landscape of Healthcare Programs...**

- **Decision-Making Tools in the COVID Unknown**

- **Students Recruitment During Covid-19**

- **AR/VR and Technical Credentialing: Do They Fit? - ZSpace**

- **Connecting Meta Majors to Jobs Using an Equity and Skills Frameworks**

- **Employment and Career Success Program: An Innovative Model for Job Placement Success**

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Special Packages

CCCAOE
CALIFORNIA COMMUNITY COLLEGE ASSOCIATION FOR OCCUPATIONAL EDUCATION

CLASSIFIED PACKAGE FOR FALL 2020

ACCESS TO SELECT KEYNOTES, PLENARY SESSIONS, LEADERSHIP MODULES AND BREAKOUT SESSIONS TO ASSIST CLASSIFIED STAFF ON YOUR CAMPUS

KEYNOTES

Robert Eyler, PhD.

Susan Jones

Mickey Porter

Mike Walsh

PLENARY AND WEBINAR SERIES

BRIAN AUSLAND

LAUNCHBOARD

ACUE

BREAKOUT SESSIONS

COACHING WITH MELISSE BOYD AND TESSA MILEY

and 4 MORE!

This is an incredible opportunity for Career Technical Education Classified Staff to gain knowledge and inspiration that will help them be the best leaders/partners on your campus and in their roles.

Registered Classified Staff will be able to attend all of the above.

Limited ACCESS pass form ONLY $195 to specified sessions.

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GENERAL PACKAGES FOR FALL 2020

GENERAL SESSIONS INCLUDE: ROBERT EYLER, PHD., MICKEY PORTER, SUSAN JONES, MIKE WALSH, PRESIDENTS PANEL- COOKE, SOKENU, WYSE, POURZANJANI AS WELL AS, KEVIN FLEMING & DR. ALEX DAVIS

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SIX GENERAL SESSIONS

$249

PACKAGE B

THREE GENERAL SESSIONS

$125

PACKAGE C

ONE GENERAL SESSION

$59

Package Options: A, B, C
A: $249 – Choose Six General Sessions
B: $125 – Choose Three General Sessions
C: $59 – Choose One General Session

General Sessions Include the following:

Robert Eyler, PhD. - Economic Forensics and Analytics, Inc
The Economy 2021: Are Workers and Workforce Development Getting Better from COVID-19?

Mickey Porter - Daring Leadership in Chaotic Times

Susan Jones - of Creative Behavior Systems: ACES, Behavior and Us!

Mike Walsh - of Beacon Results: Influencing and Leading From Wherever You Are

Presidents Panel- Cooke, Sokenu, Wyse, Pourzanjani: Communication during Crisis through the Lens of a CEO

Kevin Fleming & Dr. Alex Davis - Hard to Convert CTE programs: Research and Recommendations

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We have expanded our Social Media Content.
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MISSION - Champion for education and workforce success
VISION - An education and career for everyone at anytime

#careers4all

CORE VALUES
Collaboration
Advocacy
Responsiveness
Equity
Empowerment
Relevance & Rigor
Service

---••●••---

Unsubscribe sigrid.williams@norcocollege.edu

Administration of Justice
District-wide Advisory Meeting Minutes
Friday, December 11, 2020
2:00pm - 4:00pm via Zoom

In Attendance:

Name/Title	School	Name/Title	School
District Personnel			
Dr. Oliver Thompson	RCC	President-Dr. Robin Steinback	MVC
Mr. Charles Wilhite	RCC	Dean - Public Safety – Art Turnier	MVC
Dr. Melissa Matuszak	RCC	Ms. Kristy Paine	MVC
VP Acad. Affairs – Sam Lee	NC	Ms. Nancy Aguirre	MVC
CTE Dean – Jason Parks	NC	Dr. Charles Wilhite	MVC
CTE Assoc. Dean Ashley Etchison	NC	Carlos Lopez	MVC
ADJ Dept. Dean – Melissa Bader	NC		
BEIT Dean – Dr. Jason Parks	NC		
Assoc. Dean CTE Ashley Etchison	NC		
Dr. Sigrid Williams	NC		
Stephanie Podein	NC		
Industry Advisors			
Dr. Matthew O'Dean	CA POST	Claudia Canizalez	US Customs & Border Patrol
Chief Shauna Gates	RCCD Police	Lt. Val Graham	Retired Riv.Co PD, Sheriff's
Captain Evan Peterson	Sherrif's Dept.	Captain Evan Petersen	RSO
ADA Ashley Smith	ADA – Riv. Co.	Undersheriff Vrooman	RSO
Chief Joseph Belli	RSO		

RCC= Riverside City College
MVC= Moreno Valley College
NC=Norco College

1.) **Call to Order 2:02pm and Overview of Agenda**

2.) **Introductions**

3.) **Purpose/Objectives of ADJ Advisory Meeting:** Hear feedback from professional practitioners/experts in the field to improve our district's ADJ curriculum. Strategic Plan among RCCD District: To create effective community partnerships which will strengthen student learning.

4.) **Program Updates: MVC**

Moreno Valley College-Nancy Aguirre and Ms. Kristy Paine presented

- Curriculum updates, AS Degrees and Certificates

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www.rcc.edu

Moreno Valley College
16130 Lasselle St.
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Norco College
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Norco, CA 92860
www.norcocollege.edu

- Jail Simulator complete- contact Kristy Paine

- International Public Safety Leadership and Ethics Institute- Development Training will be moving into Homeland Security discipline-Dr. Charles Wilhite presented

Action Item: Does the advisory approve of Changes to Modular Academy Certificates and Associates Degrees? **Unanimously approved**

5.) **Program Updates: RCC**

Riverside City College-Dr. Melissa Matuszak-presented

- Curriculum changes and major modifications
- Updates to Certificate programs
- Internships
- Service Learning

6.) **Discussion with advisors**- increasing credits and units available in these ADJ classes to meet demands of professionals in field
   a. Undersheriff Dennis Vrooman commented on frequency of the classes for certificates, especially Victim Services Aid and CSI based on our current situation.
   b. Dr. Melissa Matuszak responded with details on every semester the certificates are offered, and offered between RCC and Norco College alternately so students don't have to wait a year to take courses.
   c. Undersheriff Dennis Vrooman expressed high demand for CSI is an organizational position within Sheriff's organization and expressed praise for the menu of classes and frequency of classes, especially CSI certificate.

7.) **Call to Vote: Action Item**, Approval from advisors on modifying Digital Forensic Investigation Certificate and replacing intro class with course ADJ-31 Digital Forensics and Cyber Crime and making ADJ-31 a requirement- **unanimously approved by advisors who voted**

8.) **Program Updates: NC**

Norco College-presented by Dr. Sigrid Williams

- Curriculum Updates
- Military Articulation Program- 117 requests of military occupations and/or coursework to articulate with our ADJ courses
- Guided Pathways
- New AS Degree approved and possible certificate

9.) **Action Item**: Question posed to advisors: ADJ 9 Law in American Society at Norco College, should it be required or an elective?
   a. Chief Shauna Gates commented-make ADJ 9 a requirement, important part of curriculum
   b. Consensus as requirement

10.) **Discussion Question posed to advisory**: Should our district offer a 30 unit ADJ certificate for professional development w/o GE but add English 1A as requirement? Would it make a difference, or would you rather have a degree?

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a. Chief Shauna Gates-thinks we should offer both, professional certificate, and degree, since some officers want to just learn job related skills in law enforcement and then can decide what is best for them and what their employer is asking for.

b. Captain Evan Peterson commented-Testing process of Sheriff's Dept. requires and looks for units completed and recognizes and concurs with Chief Shauna Gates that both should be offered, but doesn't think a change is needed. Often those who do take units and start down the path end up getting their degree anyways.

c. Melissa Bader-recommended addition to professional dev. Certificate the REA-4 Critical Thinking class

d. Matthew O'Dean-POST regulation 1011 posted on the web says if no degree, if you want Intermediate Certificate, it takes 6 years of police service to get the certificate. However, if you have a Bachelor's degree it would take only 2 years. Agencies pay significant increases in salary for advanced certificate. If they don't have a degree, they need "X" amount of units, and training units on the job can become equivalent of college units but takes longer. 1 training unit=1 college unit. Mentioned-serious consideration given to revamping the requirements of new recruits, and many are hiring only those with an Associates Degree. Age requirements may be a future discussion as well. So, a professional certificate as well as an AS should be offered.

e. Dr. Thompson commented-Degrees are important and offer opportunities in advancement faster than a certificate. And some law enforcement positions especially with Federal Agencies now require a Bachelor's degree.

f. Dr. Melissa Matuszak-future discussion topic of CA proposed legislation of Age 25+ and Bachelor's Degree requirements needs to be addressed in regards to research of efficacy of bachelor's degree professionals, but cost is a big factor and affects equity and diversity. And a certificate is a cost-effective solution for opportunities of advancement.

   i. Dr. Matthew O'Deane agreed, it needs to be a topic discussed at the next advisory

11.) Updates/Other-Dr. Sigrid Williams, all courses within catalog got DE approval, Job Fair cancelled, livable wage data

12.) **Discussion topic with Advisors**

a. Facilitator-Dr. Melissa Matuszak, -How can we build stronger relationship between practitioners, employers, and schools? How do we address the attrition levels and cultural shifts and the wellness programs and preventative measures to prepare our students ?

   i. Chief Shauna Gates commented on the need for wellness programs and courses that teach students topics that create skills to create a good work/life balance. **Recommendations: Bring in guest speakers who discuss the real aspects of the job**, even from a Psychology standpoint and how to deal with the traumatic events officers see in the field and how to deal with it because it spills over into the home life. **Courses she suggested include: Money Management, Stress management, Situational Emergency Training, Resiliency Training**

   ii. Dr. Matthew O'Dean-POST has all their course outlines online, opendata.post.ca.gov, in their Wellness Programs, and "Silent No More" on YouTube. Colleges can mimic and teach in their classes to prepare students where

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appropriate. Wellness instructors to be POST certified. **Recommendation: a 16 week semester of an "Officer Wellness and Resiliency" course.**

13.) Discussion Topic-"How much should we share with our students, how much is too much?"-Dr. Sigrid Williams facilitated
   a. Chief Shauna gates touched on many of these points when she spoke of the need for a guest speaker to be real and discussion hot button topics of suicide, stress, family/work life balance. It is important students realize what they are getting themselves into and be both mentally and physically prepared for the demands of the job in law enforcement or criminal justice.

14.) Future Discussion Topics for next advisory
   a. Equity and Cultural proficiencies/Webinars in the area of CJ reform – Topic loaded area of defunding the police – (IACP – more than HS; Interdisciplinary coursework) Measures/Data will they be looking
   b. What are your agencies doing in regards to PC 835(a)? What legislation, policies and directives are coming from POST to address use of force training of our officers?
   c.

15.) Recommendations from Advisors-Open Dialogue
   a. Chief Shauna Gates commented our schools are on the right track in revamping some of our classes and making sure our certificates are attainable and in a timely manner. **Recommendations:** MVC's Emergency Management program could be offered across all RCCD colleges, Campus Threat Assessment Scenarios from a student's perspective
   b. Captain Evan Peterson-maintaining partnerships at Ben Clark Training Center
   c. Chief Belli-likes the direction that the ADJ departments are taking with their programs to address the evolution of the field
   d. ADA Ashley Smith-really impressed by curriculum, Recommendations: **Summer 2021 continue with RCCD student internships with District Attorney's office after Covid-19. Wellness curriculum to be incorporated into the ADJ programs adds to the longevity of the career professionals in the field.**

16.) Final Remarks
17.) Meeting adjourned at 3:58pm, next meeting for Spring 2021 TBD

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Riverside Community College District

Administration of Justice Advisory Meeting

Nov. 1, 2019

Minutes

Attendees:

Kristy Paine, MVC

Dr. Sigrid Williams, NC

Dean Art Turnier, MVC

Chief Deputy P.O. Bryce Hulstrom

Lt. Kelly Carpenter, Brea Police Dept.

Marilyn Barre, RSO – Special Invest. Bureau

Cpl. Octavio Rojas

Nancy Aguirre, MVC

Dr. Melissa Matuszak, RCC

Brian Cosner, Riv. Co. DA's office – Investigative Tech.

Val Graham, Lt. RCC Retired

Brent Weston, Riv. County DA's office

Michelle Mason, Corona High STEM Academy

Collen Holtz, Corona High STEM Academy

Welcome and introductions

Meeting started at 1:00 PM with Dean Turnier (MVC/BCTC) welcoming everyone to the advisory meeting and giving a brief overview of the meeting and BCTC.

RCC- Dr. Melissa Matuszak

- Internships- Riverside Comm. College District – Initially started an internship at RCC. Expanding to include the other two colleges. All students will have the same opportunities.
  - RSO – To date, 23 students have gone through the RSO internships. More female than male are exploring law enforcement opportunities. 12 weeks, 3 locations. – Forensic Services, Patrol, Coroner's Office. 52% of the interns have applied with RSO and three have been hired. Exposure to dispatch and aviation.
  - Probation Department – SAA DA – Paid internship. 6 months to 1 year working with probation – half way through their associated degree.
  - District Attorney – In progress – The current MOU's are in the works. Students participating in this internship will work 8 hours a week for 16 weeks
- Campus Updates
  - Strong workforce – 1st year that RCC has received outside funding. Reestablishing the forensic science program for students to learn best practices.
  - Perkins – Purchased cutting edge technology. Faro 3d scanner. No financial support from campus for supplies for our program. Received enough funding through Perkins to purchase a laptop cart and computers with report writing software.
  - Certificate Updates
    - CSI – 18 credit certificate. RCC feels that ANT-10 is not necessary for the certificate. It has become an option with ADJ-12.
    - Corrections – Will be offered at both RCC and Norco College. Approved through Regional Consortium. 16-18 credit certificate.
    - Digital Forensics – RCC certificate only. 18 unit certificate. 3 classes in ADJ and 3 classes in computer cyber security. Has not been submitted through Regional Consortium. Hopefully in the spring.

- - Victim Services Aid – Put up for vote to delete. 15-16 credit certificate. We do not have a victimology class. This profession requires a min. BA., A certificate in this area will not help our students in the workforce. Dr. Matuszak is asking for discussion and a vote to delete this certificate from the catalog. No discussion. **Motion to delete this certificate from the catalog. Passed unanimously.**
  - Investigative Assistant – Re-established a relationship with the DA's office. With the internship this certificate will become our students. Brian opened up this area with a question regarding the class offerings for this certificate. A course in report writing was mentioned. Dr. Matuszak and Dean Turnier stated that ENG-1A was put in a report writing place. ADJ-12, 13, & 14 all have report writing components. No specific class in courtroom testimony. Discussion on case prep and courtroom testimony. Need PC 832.
  - Faculty needs
    - Curriculum ADJ 23 – In progress.

Norco- Dr. Sigrid Williams

- Norco Campus Master Plan –
  - Norco College has approved their master plan which will grow our school and allow for more courses to be offered in all disciplines. This is a 10 year plan which requires more buildings. While approved, on hold until we get our permanent President.
- Strong workforce/Guided Pathways
  - Dr. Williams passed out Norco College's Career and Guided Pathways in ADJ for the committee to comment on. She pointed out the current career pathways the school discusses with students and her inclusion of guided pathways in all 3 components of our criminal justice system along with courses students should take for their individual professional plans. Some commented that they liked what they saw, but no formal discussion.
- Perkins
  - Dr. Williams secured more than $32,000 in Perkins funding. To date she has purchased LiveScan equipment for students to learn in addition to the traditional hard cards and ink pads. More equipment will be purchased to support the ADJ-12 Criminalistics class.
- Certificate update
  - The CSI Certificate has been approved through her department (Social and Behavioral Sciences) to seek state approval in lieu of the current local approval. She will be working with curriculum to get to Regional Consortium before spring semester. Dr. Williams also requested some input on developing certificates for each of the guided pathways. This was brought to her by her VP of Academic Affairs. Brian Cosner mentioned that the certificates do nothing for the DA's office. They require degrees and post graduate studies. Val Graham mentioned that education is always good to have, certificates are okay but degrees are better. No other discussion from the advisory board.

- Course offerings
  - Dr. Williams shared that the ADJ program at Norco College has grown 245% in the last two years. Students identifying themselves as ADJ majors have increased from 300 to over 600. They have increased their course offerings to include two online classes, and six face-to-face classes along with three dual enrollment classes and one course offered at CRC in the Fall and Spring Semesters with additional classes in winter and summer.
  - She continues to have discussions with her chair and dean to secure more class offerings to support student success and meet the college's mission to get students through our programs in two years. She is hoping to secure AM, PM and online cohorts in the next year.
- Military Articulation Platform
  - Dr. Williams discussed the military articulation platform that Norco College is participating in and setting the criteria for other community colleges in the state. There are only a dozen schools currently looking at military education for articulation purposes. Norco College is the only school in the district participating in this endeavor at this time. They are hoping to set the protocol for other schools in the future. She will be focusing on this during the winter and spring semester.
- Dual enrollment
  - Classes continue to grow. Dr. Williams is concerned about the success rate and efficiency rates of these classes. Low enrollment within the high school districts are reducing the efficiency rates for the entire program. Several members of the advisory board commented that these classes are necessary to get the students engaged in this career path before it's too late and they do something that would disqualify them for a career in law enforcement. A consensus of the group supported programs in our high schools.
- Criminal Justice Student Association
  - The Criminal Justice Student Association is actively engaged in public service. Earlier this year they participated in a variety of events donating more than 200 volunteer hours. The had a Goodwill drive and collected 22 bins (approx. 600 bags of clothing and household products) for Goodwill who in return will use the proceeds to conduct employability skills workshops. They are also participating in a personal hygiene campaign for the homeless students at Norco College. Dr. Williams mentioned that Norco College has a 25% student population that declare themselves homeless. The college has opened up their showers in the Kinesiology building for students to shower throughout the week. These hygiene kits are free to students. Lastly, the club has included within their program a "Highlight Our Hereos" event on the third Tuesday of every month. This event will highlight public servants in general and will not merely focus on law enforcement.
- Workshop and Job Fair – Norco College will be hosting a criminal justice workshop and job fair on March 27, 2020, from 9-4 for all ADJ students throughout the district. This is part of the joint workshop series through all three colleges. The DA's office would like to host a legal workshop at RCC in February. Dr. Matuszak to work with DA's office to finalize the February workshop.

Moreno Valley-Assoc. Prof. Kristy Paine/Assist. Prof. Nancy Aguirre

- Kristy Paine began by welcoming MVC's newest fulltime faculty, Nancy Aguirre. They are looking to hire another fulltime faculty member this year. Their class offerings are up to 34 year which supports another full-time faculty member.
- Certificates approved at the state level – 6 certificates have been approved including corrections and their modular academy. 18 unit certificate in ADJ for dual enrollment programs at the high school. Ms. Paine discussed that correctional deputies are being hired at 18. She also mentioned the need to get kids more marketable for RSO; prevent the mistakes and poor life choices that will disqualify these students. Homeland Security and ADJ pathway are in progress.
- AS degrees
    - o Basic ADJ degree approved – It will be linked with the basic academy. There are seven classes that they take to get their AS degree.
    - o Modular Academy is pending.
    - o Corrections is pending.
- Program Updates
    - o Crime Analysis – Nancy Aguirre must have crime analysts – certified by the DOJ – UCR and CSUF are no longer supported by DOJ. The certification is no longer available. Local agencies require a certification, education and internship. Ms. Aguiree is working on program in crime analysis to secure IACA member certification – student and educational board to work on a certification/credential. Ms. Paine and Ms. Aguirre stated that college students are able to be part of the association and able to attend annual conference. To date, Ms. Aguirre has created a program which consists of 4 classes. It is going through curriculum right now with another 2 in the works. Ms. Paine mentioned that there is a need for GIS so coursework will include this as well. Looking to establish a transferable Associates degree. There is a need for knowledge skills and abilities in software and programs.
    - o Homeland Security - MVC has a Homeland Security certificate for the high schools and online. They are developing certificates and AS degrees for both.
- Dexter's Playground update – Forensic yard. Ms. Paine invited any and all to set up crime scenes in their compound. Through Dean Turnier, 2 Conex boxes have been ordered. One will be used as a permanent crime scene scenario and the other for storage. Classes are currently capped at 49. Future goals include having 10-12 crime scenes.
- IPSLEI classes – Ms. Paine included a handout on IPSLIEA classes for the advisory board to review. These are all leadership development classes. Currently these classes are taught by EMS, Fire and LE. She is looking to transition this into not for credit classes.
- Homeland Security classes have all been transitioned into online classes except the last class. This is an add-on certificate to the AA degree.
- Underserved population – Ms. Paine is working hard to ensure our underserved population have access to all of our ADJ classes, programs, degrees and certificates.
- Student Club – Ms. Paine is in the process of establishing a club on campus for ADJ students. There is a need for a club name and opened it up to the committee to give her ideas.

In closing - Dr. Williams mentioned to the advisory board that the three colleges are setting the example for other disciplines within the district in regards to programs working together for the betterment of the students through joint advisory boards and collaboration within the discipline.

Spring Advisory Mtg. - April 24, 2020 from 1:00 – 3:00 PM. Hosted by Norco College.

Meeting adjourned at 2:11 PM.

ADJ/COR

Course	Last Updated	Last Editor	Status	Modification
ADJ 1	05/06/2019	Jami Brown	Active	Course Major Modification
ADJ 10DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 12	05/06/2018	Melissa Matuszak	Active	Course Major Modification
ADJ 12 DE	10/22/2020	Sigrid Williams	Active	Distance Education Proposal
ADJ 12DE	06/04/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 13	05/28/2019	Melissa Matuszak	Active	Course Major Modification
ADJ 13DE	10/22/2020	Sigrid Williams	Active	Distance Education Proposal
ADJ 14	05/06/2019	Melissa Matuszak	Active	Course Major Modification
ADJ 14DE	10/22/2020	Sigrid Williams	Active	Distance Education Proposal
ADJ 15DE	06/04/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 19	05/28/2019	Melissa Matuszak	Active	New Course
ADJ 19DE	10/22/2020	Sigrid Williams	Active	Distance Education Proposal
ADJ 1DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 2	05/06/2019	Kristy Paine	Active	Course Major Modification
ADJ 20	05/03/2021	Melissa Matuszak	Approved	Course Major Modification
ADJ 200	05/03/2021	Melissa Matuszak	Approved	Course Major Modification
ADJ 20DE	06/04/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 21DE	03/14/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 22DE	06/04/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 23	05/03/2021	Melissa Matuszak	Approved	Course Deletion
ADJ 24DE	11/06/2020	Melissa Matuszak	Active	Distance Education Proposal
ADJ 25DE	11/06/2020	Melissa Matuszak	Active	Distance Education Proposal
ADJ 2DE	03/25/2019	Paul Herzig	Active	Distance Education Proposal
ADJ 3	05/06/2019	Kristy Paine	Active	Course Major Modification
ADJ 3DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 4	05/05/2020	Kristy Paine	Active	Course Major Modification
ADJ 4DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 5	05/03/2021	Kristy Paine	Approved	Course Major Modification
ADJ 5DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 6	05/03/2021	Kristy Paine	Approved	Course Major Modification
ADJ 6DE	10/22/2020	Sigrid Williams	Active	Distance Education Proposal
ADJ 8	05/06/2019	Kristy Paine	Active	Course Major Modification
ADJ 8DE	03/07/2019	Kristy Paine	Active	Distance Education Proposal
ADJ 9	05/06/2019	Sigrid Williams	Active	Course Major Modification
ADJ 9DE	06/05/2020	Bryan Nicol	Active	Distance Education Proposal
ADJ 9HDE	11/06/2020	Oliver Thompson	Active	Distance Education Proposal
ADJ DX 40-41		Kristy Paine	In Review	Distance Education Proposal

ADJ-19 – Introduction to Policing
Section 33092
Spring 2021
2/16/21 – 6/11/21

Instructor:	Sigrid Williams, Ed.D., MPA
Day/Time/Location:	Online
Office:	PA101 (Campus Currently Closed)
Office Hours:	M 11:00–12:00 PM and T/W 10:00-12:00 PM
Virtual Office Hours:	By Appointment
Office Phone:	951-739-7825
Email Address:	Sigrid.Williams@norcocollege.edu

INTRODUCTION AND WELCOME:

Welcome to ADJ-19 – Introduction to Policing. I look forward to meeting you all. Please take the time to navigate and become familiar with the topics and resources throughout this syllabus and those found on Canvas. They will help you succeed in this class.

PREREQUISITE/ADVISORY:

None.

COURSE DESCRIPTION:

The history and development of American policing structures, including an overview of the different eras of policing and its evolution. An examination of community expectations of law enforcement and law enforcement professional expectations. An introduction to chain of command and the structure of police agencies, including recruitment and hiring practices. An analysis of the culture and training within law enforcement agencies, including a factual and research-based analysis of use of force issues. Discussion of successes and challenges within modern policing, including controversial topics within policing. Discussion of community oriented policing strategies, crime analysis, and future needs and evolutions of policing.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Understand and discuss the historical development of law enforcement within American history.
2. Read and analyze important legal cases influencing law enforcement policy and procedure.
3. Study and analyze the structure, function, and management of police agencies, including recruitment, hiring, and training functions.
4. Understand current police training, including federal and state use of force policies and statutes, and the decision-making processes expected of police officers in field settings.
5. Study occupational stress, officer wellness, police discretion, police diversity, and police misconduct.
6. Analyze and understand community-oriented policing strategies, data-driven policing, and future needs and outcomes of policing in America.

STUDENT LEARNING OUTCOMES:

1. Understand and explain the history, development, and role of police in American jurisprudence.
2. Analyze and discuss the operations, goals, and challenges of modern policing.
3. Identify, explain, and discuss police work, operations, culture, and behavior.
4. Examine, discuss, understand, and demonstrate the legal and ethical requirements for law enforcement.
5. Examine, discuss, and analyze the challenges and controversies within modern policing.
6. Discuss and analyze the future of policing and special topics within the field.

TEXTBOOK REQUIREMENTS:
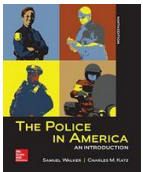
Walker, Samuel, Charles M. Katz (2018). *The Police in America – An Introduction*. 9th Edition. Boston: McGraw Hill. (ISBN 9781259140761)

REQUIRED SUPPLEMENTAL READING:

All students will be required to read in addition to the assigned textbook, supplemental reading assignments.   See course outline and reading schedule for weekly assignments.

COURSE POLICIES

Students are strongly encouraged to:
1. Attend class sessions through Canvas and take notes. You will miss valuable participation points and information if you choose not to access the class material through Canvas.
2. Read and be prepared to discuss the assigned reading from the books and articles by the dates identified in the Course Outline and Reading Schedule.
3. Participate in class activities and discussions with a positive attitude that is ready to learn!

Students are required to complete:

1. Complete unannounced quizzes (if necessary), three (3) (multiple choice and short answer) exams and a final examination.
2. Complete multiple writing assignments throughout the semester.
3. Participate in small group work and/or online class writing assignments.

Class Participation & Attendance – The lecture will not be simple summaries of what is assigned in the readings. Therefore, regular attendance and participation is expected by all. Students should prepare themselves by reading the materials before watching video lectures. Unexcused absences may have a negative impact on your course grade. Please notify the instructor when and why you will be offline for any extended period of time. Students who do not regularly attend class (e.g. missing more than seven equivalent hours) may be administratively withdrawn from class.

Grading and Method of Evaluation:

Exams (2)	200	(100 points each)
Final Exam	100	
Class Participation	300	(Class participation, quizzes (if necessary), small group work, writing assignments on RSR and in-class activities).
Semester Total	**600**	*** Total points may vary with additional assignments.**

Grades: Grades will be determined by individual whole scores, not a class curve.

A	=	90 – 100%
B	=	80 – 89.9%
C	=	70 – 79.9%
D	=	60 – 69.9%
F	=	59.9% and below

Canvas – Students should access the course through "Canvas" on a weekly basis for supplemental course information and postings. Most assignments will be posted the weekend before the next class session, however it is your responsibility to check Canvas the day of class in case of last minute additions or substitutions.

Class Activities/Quizzes – There will be **randomly scheduled** class activities and/or quizzes typically consisting of several questions that are designed to keep the student on track during the semester. Each will consist of a mix of multiple-choice, fill-ins, true-false or short answer questions. There will be no make-ups permitted. Timely feedback will be given in order to improve on subsequent assignments.

Exams – There will be two (2) exams and a final exam consisting of multiple choice and short essay type questions. The exam questions will be drawn from the readings, lectures, class activities, videos and class discussions. Due to the overlapping nature of the course material, the exams will be cumulative but focus will be made on material covered within the text sequence to the prior exam. Make-up examinations will not be permitted except in extraordinary circumstances cleared by the instructor before the scheduled exam date. Timely feedback will be given in order to improve on subsequent exams.

> *Please note – Many students consider all-night "cram sessions" before exams an inevitable part of their college experience. This is not effective. Good test preparation involves early and active reading of assigned materials and regular review of lecture notes. Exam preparation is best done in blocks of time between one and two hours. Studying in groups is only beneficial if the group studies the material at hand and does not use the time to talk about unrelated things.*

Writing Assignments – All students will be required to submit multiple writing assignments on topics addressed in the course. Prepare ahead. Papers will be written in class. **No** late papers will be accepted unless arranged ahead of the due date with a serious and compelling reason. To receive credit, papers must be submitted through Canvas the day the assignment is given or by the due date given by the instructor.

CHANGES TO SYLLABUS

While every effort has been taken to make this document complete, this syllabus is subject to change. Any changes made by the instructor will be posted on Canvas or discussed and distributed during any class session.

CLASSROOM POLICIES

Class Enrollment – It is the responsibility of the student to ensure current enrollment status in the course at all times.

Attendance – Students are expected to attend classes regularly. Students should not miss class except for reasons deemed to be "excused absences" as stated by the College Attendance Policy. Students are expected to notify the instructor *in advance* when they know they will have an excused absence. It is the student's responsibility to obtain any information missed during lectures from fellow classmates. I reserve the right to require documentation for excused absences.

IMPORTANT DATES (check web advisor and select "My schedule/deadlines")

Last day to add:	**2/28/2021**
Last day to drop without a W:	**3/7/2021**
Last day to drop with a W:	**5/14/2021**

COLLEGE INFORMATION

Adding this class

Students wanting to add this section will need to be provided with a four digit add/authorization code. If you receive an add authorization code, you are responsible for completing the add process *before* the deadline to add. This deadline can be found in the Schedule of Classes available online. Add codes can be processed through your WebAdvisor account. **If you fail to add the class by the deadline, you are not officially enrolled and college policy prohibits you from continuing to attend class.**

Be aware that your failure to pay fees/fines, to document prerequisites, to clear academic holds, or to navigate personal problems may hinder you from adding this section. Please allow sufficient time to take care of these issues ***before the deadline to add***. Adding this course after the published deadline will require documented extenuating circumstances involving severe illness, accident, or death.

The use of an add/authorization code issued to another student violates the Student Code of Conduct and the student will be referred to the Dean of Student Life for disciplinary action. **The unauthorized use of an add code is grounds for removal from the course.**

Dropping this class

You may withdraw from this course by using WebAdvisor prior to the drop deadline. The deadline is available on WebAdvisor by selecting "My Class Schedule/Deadlines" after logging in. If there is a hold restricting use of WebAdvisor for this purpose, you may bring a completed ADD/DROP card to the Admissions counter of the college and complete the process there. It is the student's responsibility to drop this class should he/she decide no longer to attend.

ACADEMIC INTEGRITY

Norco College is committed to maintaining academic integrity throughout the college community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation and the quality of a Norco College degree. The Student Handbook states:

In cases of academic dishonesty by a student, a faculty member may
   1) Reduce the score on test(s) or assignment(s);
   2) Reduce the grade in the course;
   3) Fail the student in the course if the weight of the test(s) or assignment(s) warrants course failure;
   4) Recommend suspension from the course (see further details in Student Handbook).

Academic dishonesty includes but is not limited to:
   a) Plagiarism – the intentional presentation of words, ideas or work of others as one's own. This includes but is not limited to: copying homework, using a work or portion of a work written or created by another but not crediting the source and using one's own work completed in a previous class for credit in another class without permission. The usual consequence of academic dishonesty is failure of the course and referral of the case to the appropriate dean for additional disciplinary action. Students may discuss assignments but are expected to complete all work independently.
   b) Cheating During Examinations – includes, but is not limited to, unauthorized electronic assistance or devices, copying from another, looking at another student's exam and opening books when not authorized.
      Any of these practices could result in charges of academic dishonesty.

ADJUSTMENTS FOR INDIVIUDALS WITH DISABILITIES

Norco College provides services to students with disabilities through the Disability Resource Center (DRC). To request academic adjustments due to a disability, please email the DRC office at drc@norcocollege.edu, or call the DRC staff at (951) 732-8433. A DRC staff member will confidentially review your concerns with you to determine any required adjustments. Once your adjustments are approved through DRC, please request your Letter to Instructor from the DRC so that we may discuss your adjustments.

Violence on Campus

Norco College does not tolerate any violence or implied violence. A threat of violence includes any behavior that by its very nature could be interpreted by a reasonable person as intent to cause physical harm to self, another individual, or property. Violence or the threat of violence against or by any **student** or employee of the District or any other person is unacceptable **and will not be tolerated**. Should an individual on District property, who is not an employee or student, or a student or employee of the District, demonstrate or threaten violent behavior, s/he may be subject to criminal prosecution (AP 3510 Workplace Violence and Safety).

If you are a victim of any violent, threatening, or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, [. . .] shall immediately report the incident to his/her supervisor of College Safety and Police (951- 222-8171) (AP 3510 Workplace Violence and Safety). *As this is an online course, this includes online bullying, harassment or stalking. These are all considered crimes!*

DECLARING A PROGRAM OF STUDY

Declaring your Program of Study in WebAdvisor is important. Norco College contacts students that have declared a certificate/degree for internships and job opportunities in that specified field. Also, by declaring your certificate/degree goal, you can use the "Academic Review" tool in WebAdvisor which will calculate exactly what classes you still need to take to finish your certificate/degree and graduate.   If you have questions about a field of study, please schedule an appointment with a counselor to discuss this important issue.

STUDENT SERVICES

Norco College offers excellent services for all students. These services include help with disability accommodations, financial aid, finding jobs, academic counseling, health services, Veterans services, tutoring and more. Here is a partial list of resources available to you:

- **Disability Resource Center (DRC)** (951) 732-8433
  Center for Student Success drc@norcocollege.edu

- **Veterans Services** (951) 372-7142
  Student Services Building, First Floor veterans.services@norcocollege.edu

- **Student Support Services** (951) 372-7149
  Student Services Building hortencia.cuevas@norcocollege.edu

- **EOPS/CARE (**Extended Opportunity Programs (951) 372-7128
  and Services/Cooperative Agencies Resources eops@norcocollege.edu
  for Education)
  Center for Student Success

- **CalWORKs (California Work Opportunity and** (951) 372-7052
  Responsibility for Kids) norcocalworks@norcocollege.edu

- **Learning Resource Center (LRC)** (951) 739-7896
  Wilfred J. Airey Library, First Floor lrc@norcocollege.edu

- **Student Health and Psychological Services**   (951) 372-7046
  Wilfred J. Airey Library Building, Lower Level   lisa.mcallister@norcocollege.edu

- **Student Financial Services**   (951) 372-7009
  Student Services Building, First Floor   maria.gonzalez@norcocollege.edu

Special Programs

- **Honors Program**   (951) 738-7767

- **John F. Kennedy Middle College High School**   (951) 738-2200 ext. 6008

- **Puente**   (951) 738-7745

- **Study Abroad**   (951) 222-8385

- **Phoenix Scholars (Foster Youth)**   (951) 738-7743

- **UMOJA**   (951) 738-7707

- **Engineering Pathways**   (951) 739-7803

- **Tutorial Services**   (951) 372-7143

- **ALLY**   (951) 372-7032

- **Unity Zone**   (951) 739-7885

Especially for Online Courses

For Technical Assistance
Online and hybrid courses are available exclusively in the Canvas learning management system. You can contact **Canvas Support** toll free at **(844) 603-4264** 24 hours a day/7 days a week for support and help with Canvas problems.
You can also click the **Report a Problem** link under the **Help & More** link on the Canvas login screen, or from the Canvas Global Navigation menu. For WebAdvisor assistance, please contact Admissions & Records at 951-372-7003.
Academic honesty is as highly valued at the Online campus, as it is at Norco College's face-to-face classes. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, then the student must cite all relevant sources. The student should also make it clear the extent to which such sources are used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. At the Online campus, all submissions to any public meeting or private mailbox fall within the scope of works and ideas that require citations if used by someone other than the original author. Academic dishonesty in an Online learning environment could involve the following:

- Having a tutor or friend complete a portion of your assignments

- Having a reviewer make extensive revisions to an assignment

- Copying work submitted by another student to an online venue

- Using information from on-line information services without proper citation

Instructor's Note:
Public Safety, which includes Administration of Justice, is a field that involves critical thinking, confidentiality, sensitivity, and maturity. I want all of you to do well. If you feel you need assistance, please make an appointment with me to go over any of the materials you do not understand. I am willing to help you if you show initiative and a willingness to work.

♦ Please note: Students who do not use Canvas or their college email account will miss important information.

ADJ-19 – Supplemental Reading

Balch, Robert W. *The Police Personality.* The Journal of Criminal Law, Criminology and Police Science. 1972. p. 106-119.

Fyfe, James J. *The Split Second Syndrome and Other Determinants of Police Violence.* pgs. 583-598.

Langton, Lynn. "Police Behavior during Traffic and Street Stops, 2011." Bureau of Justice Statistics. September, 2013. Retrieved online 8/12/2014.

Morgan, Lucy and Arnold A. Gibbs. "Is the Media a Friend of Law Enforcement?" Controversial Issues in Policing ed. James D. Sewell. Boston: Allyn and Bacon. p. 238-239; 240-245.

Palmiotto, Michael J. and Max L. Bromley. "Should a College Degree be required for Today's Law Enforcement Officers? Controversial Issues in Policing ed. James D. Sewell. Boston: Allyn and Bacon. p. 70-74; 77-83.

Sayles, Susan L. and James S. Albritton. "Is there a Distinct Subculture in American Policing? Controversial Issues in Policing ed. James D. Sewell. Boston: Allyn and Bacon. p. 155-160; 162-169.

Teplin, Linda. *Keeping the Peace: Police Discretion and Mentally Il Persons.* National Institute of Justice Journal. July 2000 p. 9-15. Online at http://www.ncjrs.gov/pdffiles1/jr000244c.pdf

ADJ-19 – Policing - Course Outline and Schedule

Before you begin to look at the course outline and schedule, it is important to know what the meaning is behind certain acronyms:

PP	**=**	**PowerPoint Slides or Lecture outline**
VL	**=**	**Video Lecture**
DB	**=**	**Discussion Board**
WA	**=**	**Writing Assignment**
RSR	**=**	**Required Supplemental Reading**

Date/s	Module	Assignments
2/16 – 6/11	Module 1	**Read/Listen/Watch:** ☐ Welcome, Orientation, Course Overview ☐ Syllabus ☐ Canvas: Technical Assistance ☐ Video: What's a Syllabus (1 min) ☐ Video: Learning Styles (6 min) ☐ VL - How to Read a Textbook ☐ VL - How to Take an Exam **Complete:** ☐ DB – Week 1: Introductions (1st Post due no later than 2/17) ☐ Quiz – Introduction, Syllabus, Canvas, et al. (Due no later than 2/20)
2/16 – 3/29	Module 2	**Read/Listen/Watch:** ☐ Chapter 1: Police and Society ☐ VL - Police and Society Part 1 (incl. embedded video: I Need a Hero) ☐ VL - Police and Society Part 2 **Complete:** ☐ DB – Police and Society (1st Post due no later than 2/24) ☐ Assignment/Fill In – (Due no later than 2/27)

Date/s	Module	Assignments
2/16 – 3/29	Module 3	**Read/Listen/Watch:** ☐ Chapter 2: The History of American Police ☐ VL – History of Policing Part 1 ☐ VL – History of Policing Part 2 ☐ VL – History of Policing Part 3 ☐ VL – History of Policing Part 4 ☐ VL – History of Policing Part 5 ☐ Video: Police (90 min) – TBD **Complete:** ☐ Quiz: Police (Due no later than 3/6) ☐ E/C Quiz: VL Trivia Questions
2/16 – 3/29	Module 4	**Read/Listen/Watch:** ☐ Chapter 3: The Contemporary Law Enforcement Industry ☐ RSR – Media: Friend or Foe ☐ VL – Contemporary Law Enforcement ☐ VL – Federal Law Enforcement Agencies ☐ VL – State and Local Agencies ☐ VL – Other Contemporary Enforcement Agencies **Complete:** ☐ DB – Media: Friend or Foe? (1st Post due no later than 3/10)
2/16 – 3/29	Module 5	**Read/Listen/Watch:** ☐ Chapter 4: Police Organizations ☐ VL – Police Organizations **Complete:** ☐ DB: Contemporary LE and Police Organizations (1st Post due no later than 3/17)
2/16 – 3/29	Module 6	**Read/Listen/Watch:** ☐ Chapter 5: Police Officer I: Recruitment and Training … ☐ Chapter 6: Police Officers II: On the Job ☐ VL – The Personnel Process: Entering Police Work ☐ VL – Police Officers: On the Job ☐ Video: Academy Video **Complete:** ☐ Quiz – (Due no later than 3/20)

Date/s	Module	Assignments
2/16 – 3/29	Module 7	**Read/Listen/Watch:** ☐ RSR – Police Personality ☐ VL – The Police Personality Part 1 ☐ VL – The Police Personality Part 2 ☐ Video: Managing the Police Personality ☐ Video: Police Psychology and Crisis ☐ Video: Suicide by Police Officer **Complete:** ☐ DB – Police Personality and Wellness (1st Post due no later than 3/24) ☐ Quiz– Police Personality/Suicide Among Police Officers (Due no later than 3/27)
Exams must be taken between **3/28 - 3/29**	Module 8	**Read/Listen/Watch:** ☐ How to Be A Successful Student: Studying for Exams (Module 1) **Complete:** ☐ Exam 1: Multiple Choice Questions ☐ Exam 1: Short Answers
3/24 – 5/3	Module 9	**Read/Listen/Watch:** ☐ Chapter 7 – Patrol: The Backbone of Policing ☐ RSR – Police Behavior During Stops ☐ RSR - Subculture ☐ VL – Patrol: The Backbone of Policing ☐ VL – Safety Considerations and the General Public ☐ VL – Basic Officer Safety Considerations ☐ VL – The Nerve Center of Policing ☐ VL – Realities of the Job ☐ Video: Trooper Coates Parts 1 and 2 **Complete:** ☐ WA – Trooper Coates (Due no later than 4/3) Incl. 2x 30 min. videos. ☐ Quiz: Subculture (Due no later than 4/3)
3/24 – 5/3	Module 10	**Read/Listen/Watch:** ☐ Chapter 8 – Peacekeeping and Order Maintenance ☐ RSR – Keeping the Peace: Police Discretion and Mentally Ill Persons ☐ VL – Peacekeeping and Order Maintenance **Complete:** ☐ DB – Policing the Mentally Ill (1st Post due no later than 4/7) ☐ Quiz – Keeping the Peace (Due no later than 4/10)

Date/s	Module	Assignments
3/24 – 5/3	Module 11	**Read/Listen/Watch:** ☐ Chapter 9 – Police and Crime ☐ VL – Crime and Criminal Investigations Part 1 ☐ VL – Crime and Criminal Investigations Part 2 ☐ VL – Crime and Criminal Investigations Part 3 ☐ VL – Crime and Criminal Investigations Part 4 **Complete:** ☐ Quiz – Crime and Investigations (Due no later than 4/24)
3/24 – 5/3	Module 12	**Read/Listen/Watch:** ☐ Chapter 10 – Advances in Police Strategy ☐ VL – Contemporary Innovations ☐ Video: Forecasting Crime **Complete:** ☐ DB – Contemporary Innov./Individual Rights (1st Post due no later than 4/28) ☐ Assignment/Project – Problem Solving Process (Due 5/15) * Note due date
Exams must be taken between **5/2 – 5/3**	Module 13	**Read/Listen/Watch:** ☐ How to Be A Successful Student: Studying for Exams (Module 1) **Complete:** ☐ Exam 2: Multiple Choice Questions ☐ Exam 2: Short Answers
4/28 – 6/9	Module 14	**Read/Listen/Watch:** ☐ Chapter 11 – Police Discretion ☐ RSR – Split Second Syndrome ☐ VL – Discretion Part 1 ☐ VL – Discretion Part 2 ☐ VL – Discretion Part 3 ☐ Video: Shoot or Don't Shoot Part 1 ☐ Video: Shoot or Don't Shoot Part 2 **Complete:** ☐ DB – Split Second Decision (1st Post due no later than 5/5) ☐ Quiz: Discretion and Split Second Decisions (Due no later than 5/8)
4/28 – 6/9	Module 15	**Read/Listen/Watch:** ☐ Chapter 12 – Legitimacy and Police: Community Relations ☐ RSR - Police Behavior During Traffic Stops ☐ VL – Public Opinion ☐ VL – Police Community Relations **Complete:** ☐ DB – Defunding or Redistributing (1st Post due no later than 5/12) ☐ Assignment/Project – Problem Solving Process (Due 5/15) *From Mod. 12

Date/s	Module	Assignments
4/28 – 6/9	Module 16	**Read/Listen/Watch:** ☐ Chapter 13 – Police Corruption ☐ VL – Police Corruption ☐ VL – Theories, Causes, and Controls of Police Corruption ☐ Video: Cops on Fire **Complete:** ☐ DB - Systemic Misconduct <mark>(1st Post due no later than 5/19)</mark>
4/28 – 6/9	Module 17	**Read/Listen/Watch:** ☐ Chapter 14 – Accountability of the Police ☐ VL - Accountability **Complete:** ☐ Quiz: Corruption and Accountability <mark>(Due no later than 5/29)</mark>
4/28 – 6/9	Module 18	**Read/Listen/Watch:** ☐ Chapter 15 – The Future of Policing in America ☐ RSR – Should a College Degree be Required for LE… ☐ VL – Legal Issues: Due Process ☐ VL – Constitutional Safeguards ☐ VL – The Future of Policing **Complete:** ☐ DB – College Degrees Yes/No <mark>(1st Post due no later than 6/2)</mark> ☐ Quiz: College Degrees <mark>(Due no later than 6/5)</mark>
Exams must be taken between **6/8 – 6/9**	Module 19	**Read/Listen/Watch:** ☐ How to Be A Successful Student: Studying for Exams (Module 1) **Complete:** ☐ Final Exam: Multiple Choice Questions ☐ Final Exam: Short Answers ☐ E/C - Class Evaluation

Please Note: The above schedule is overlapping in nature based on the components of our criminal justice system. The actual speed in which a student completes a particular module is dependent on the student's work habits. However, please note the modules are clustered together with various date ranges. Once a section is closed or due dates have passed, you will not be able to return to any of the modules to complete any of the posted assignments.

Panelist Biographies

Eric S. Bashta is a helicopter pilot with the Riverside County Sheriff's Department and has been with the department since 2001. He has worked in the Riverside County criminal courts, Moreno Valley patrol, Temecula patrol and has spent the last thirteen and a half years in the Riverside County Sheriff's Aviation Unit. While at aviation, he has worked as a Tactical Flight Officer, Patrol Helicopter Pilot and currently conduct flight specific Search and Rescue missions. After graduating from high school, he entered the United States Army completing both basic training and advanced infantry training at Fort Sill in Oklahoma. His job was as Self-Propelled Artillery Turret Mechanic. Upon completing his formal training was transferred overseas to Bindlach, Germany to join the 1st Squadron 2nd Armored Cavalry Regiment. Soon after arriving in Germany, he was deployed to the Persian Gulf where he spent the next six months. After defeating the Iraqi Republican Guard and liberating Kuwait, he returned to Germany completing an additional two-year active-duty enlistment. He then joined the National Guard/Army Reserves in 1992 and ultimately received an honorable discharge in 1994. Upon returning to the states, he attended Fullerton Junior College, where he majored in Real Estate Management and also attended Scottsdale Community College, Riverside Community College and Embry-Riddle Aeronautical University, receiving an Associate Degree in Aeronautical Science.

Graham Hendrickson is a Police Dispatch Supervisor for City of Upland since 1998. He was hired as a Police Dispatcher for the City of Rialto in 1991. In 1984 he graduated from Upland High School and in 1988 graduated from Pitzer College with a Bachelors Degree in Sociology in 1988. He holds a Dispatch Basic, Intermediate, Advanced, and Supervisory certificates from Peace Officer Standards & Training (POST). Since 1983, Graham has volunteered as a firefighter for the Mt Baldy Fire Department and currently holds the position of Fire Chief.

Kevin Anderson is a Police Officer with the City of Fontana and has been with the department since 2012. He has worked various assignments from patrol, the bicycle unit, as a gang investigator, a field training officer, and a public information officer. Along with his main assignments he has participated in collateral assignments such as rangemaster, honor guard, recruitment team, active shooter instructor, a drug recognition expert, and a member of the swat team. Within the rangemaster program he is a handgun instructor, rifle instructor and a less lethal munitions instructor. As a gang investigator he authored and served search warrants as well as scouted locations for investigations and swat operations. On the swat team he operates the armored tractor vehicle, operates the drones and will soon be moving to an entry team exclusively. He provides training for the swat team and presentations to the public on tactics, shooter training, less lethal training, gang activity presentations, homelessness and quality of life issues and active shooter preparedness for businesses and schools. He holds a Bachelor Degree in Emergency Management and holds an Advanced Peace Officers Standards and Training certificate. Kevin states "the Fontana Police Department is second to none in my opinion and I have been blessed to be a part of this great organization. Fontana is the only police agency I have worked for and I have plans on never leaving."

Panelist Biographies

Paul Grotefend is an Investigator with the Riverside County Sheriff Department and has been with the department for thirteen years. For the past six years he has been assigned to the Computer And Technology Crimes High-tech Response Team (C.A.T.C.H.). In this assignment he conducts forensic examinations of computer systems, cellular phones, and Closed-Circuit Television (CCTV) systems on a variety of cases from frauds to homicides and seemingly everything in between. As part of this assignment, he has attended over 600 hours of digital forensics training and holds many certificates from companies such as Cellebrite, Magnet Forensics, EnCase, SANS.org, and AccessData. He holds a Master Degree in Business Administration from Grand Canyon University in Arizona, a Bachelor Degree Criminal Justice degree from California State University in San Bernardino, and an Associate of Science Degree in Social Behavioral Sciences from Mt. San Jacinto Community College.

Monica Moreno is a Probation Corrections Supervisor with San Bernardino County Probation. For 21 years she has worked with Probation working with troubled youth being assigned many assignments through the years from maximum security, girls' unit, Ricardo M, treatment, external affairs/Recruitment Officer etc. She enjoys working with the youth but also with new recruits to the department. Monica stated that "I believe it is important to share our knowledge and experience with new staff so they can be their best."

Phil Rawlings' is the Dean of Instruction, Public Safety Education & Training, Moreno Valley College (Ben Clark Training Center). His career spans three decades beginning as an Emergency Medical Technician (EMT) receiving his training from Crafton Hills College. In 1991, he became a volunteer firefighter for the City of Perris. In 1994, he was instrumental in assisting fire department personnel with the deployment of the first Automatic External Defibrillator (AED) and EMT bridge programs in the County of Riverside. In 1995, he accepted a position with the Riverside County Fire Department as a Paramedic Firefighter in the Cove Communities of Indian Wells, Palm Desert and Rancho Mirage. He moved up through the ranks of the fire service: Firefighter II/Paramedic, Fire Apparatus Engineer/Paramedic, Fire Captain/Paramedic, and Battalion Chief ending his 25-year career with CALFIRE as Division Chief of Support Services at the Ben Clark Training Center in December 2020. Mr. Rawlings' has been actively involved in training and education throughout his career. His philosophical belief is that education and training are very important to personal and developmental growth, a philosophy which he has advocated for during his lifelong career in learning. He has been adjunct faculty for Palo Verde, Mt. San Jacinto, and Moreno Valley College. Phil holds an Associate of Science Degree in EMS, a Bachelor of Science Degree in Emergency Medical Care with a minor in Education and a Master of Science Degree in Emergency Services Management. He is also an accredited Chief EMS Officer through the Center for Public Safety Excellence and maintains his Paramedic licensure for the state and currently serves on numerous working groups at the local and state level related to EMS and fire programs.

Advisory Questions

QUESTION 1: (LAW) What skills/experience/or education had you acquired <u>before</u> you entered public safety that you were told were not transferable to your current career, but found they were?

QUESTION 1: (COLLEGE) Often students interested in public safety are guided toward a criminal justice degree. Can you speak of 2 programs your college offers that would benefit a student interested in the public safety industry, yet transferable to other industries?

QUESTION 2: (LAW) Many careers in public safety require specific skills, education, certifications upon hire, or after job obtainment. With the current public safety industry landscape what skills or education do you see being needed in the near future that currently are not required?

QUESTION 2: (COLLEGE) A career in public safety can be short-lived due to injury, upward mobility may be difficult due to lack of higher education, or a person may age out of a career in the industry. Can you speak of 2 programs whether degree or certification that would help with upward mobility or allow someone to transition?

QUESTION 3: (LAW) What are 2 important things you would <u>recommend</u> students do or know to <u>prepare</u> themselves to work toward reaching your current position or trying to enter the public safety industry?

QUESTION 3: (COLLEGE): What <u>advice or recommendation</u> would you give a student who is undeclared as to the type of public safety career they want to pursue?

QUESTION 4: (LAW) Hiring needs in Public Safety do not fluctuate as widely as other industries. What does the current hiring need look like for your area of expertise or is your position currently going through changes, if yes what type of changes?

QUESTION 4: (COLLEGE): An employee with multiple skills brings more opportunity for advancement. Can you speak of 2 programs that would provide a recent high school graduate with skills/knowledge that could be used across multiple positions in public safety?

QUESTION 5: (LAW) What future skills or education do you see someone interested in your specialty needing to obtain in the future?

QUESTION 5: (COLLEGE): What type of programs are going to be added to your college in the next 5 years that would be beneficial for students interested in public safety careers? (i.e., micro certifications, degree programs, and/or vocational bachelor's degree programs).

2020 Virtual Forum on Criminal Justice

Certificate of Attendance

Attended the session
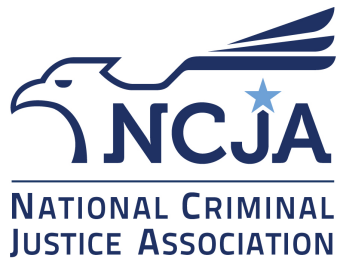
Chris Kervic

Chris Kervic

NCJA
NATIONAL CRIMINAL JUSTICE ASSOCIATION

ICCA
doing WHAT WORKS

SPRING 2021
VIRTUAL CONFERENCE
MARCH 3-5, 9-11, 16-18, 2021

Certificate of Participation

IS AWARDED TO

Sigrid Williams

for participating in CCCAOE's Spring 2021 Virtual Conference which occurred over a 9 day period in March 2021.

Attendees enjoyed the opportunity to learn to transform the model of career development around sustainable calls to action.

Speakers included: Dr. Pedro Noguera, Dr. Lisa Williams, Dr. Donna Buchanan, Dr. Robert Eyler, Dr. Adriene "Alex" Davis, Vice-Chancellor Sheneui Weber, Students, and more.

MODELING INCLUSIVENESS
LEADS TO A SUSTAINABLE CALL TO ACTION

Crime Scene Investigation

Certificate Proposal

Administration of Justice Program

Dr. Melissa Matuszak

Crime Scene Investigation Certificate: Major Modification Proposal

In the Riverside Community College District (RCCD) system, the three colleges of Riverside City College, Norco College, and Moreno Valley College, all offer programs within the Administration of Justice discipline. The ADJ discipline is unique across the district as well, because discipline faculty have formed a district-wide partnership among the various programs and created a shared ADJ Program Advisory Committee. This partnership, in place since 2017, has seen tremendous benefits and planning for both students and faculty, since its inception and has always had one goal in mind: how to plan and manage programs across the district to best benefit our students.

Currently, each college has a variety of college-specific offerings along with district-wide programming, and each college also manages CTE certificate programs within their academic department as well. Riverside City College, specifically, has historically offered three certificate programs through their unique balance of academic and CTE programming:

- Crime Scene Investigation
- Investigative Assistant
- Victim Services Aide

In 2017, the ADJ department at RCC reassessed the value of each of these offerings and began to take steps in a long-term plan to ensure that any programming and curriculum offered would be equitable and accessible while also ensuring that the content and quality of the courses exceeded industry best standards and provided as many opportunities for employment readiness and employability as possible. This responsibility was undertaken not just to improve the entirety of the discipline, but to establish the ADJ program as a regional and statewide leader in community colleges in their justice-based programming, maintaining both rigorous academic standards and further implementing skills-and-employability based training and education. Some of this commitment was identified in 2018, when the ADJ program was awarded the Strong Workforce Bronze Star Award from the California

Community Colleges Chancellor's Office, identifying a 111% increase in ADJ graduate earnings.

This commitment required a critical review of the current offerings within the certificate programs, ultimately identifying multiple issues, including:

- All certificate programs were locally approved, not state approved.
- Tracking information on ADJ certificates was almost nonexistent.
- There were no current marketing or advertising efforts to promote these certificates.
- There were no updated materials on the programs available on the RCC website or social media accounts.
- The curriculum for the certificates had not been updated in many years, despite multiple industry changes.
- There were no updated reports on labor market info or employment opportunities on the certificate offerings.
- There was no industry-specific equipment or technology available to the students to learn skills within these fields.
- There were no current employer partnerships.

These issues were addressed immediately, and faculty began developing plans to modify the existing program to best benefit both the students in the ADJ program and the communities they come from. These solutions included:

- The development of an internship program within the ADJ program.
- Community partnerships with major industry employers in the area, including the Riverside County Sheriff's Department, the Riverside County District Attorney's Office, the Riverside County Probation Department, and multiple others.
- A complete curriculum overhaul.
- The application for and receipt of nearly $250,000 worth of cutting-edge technology and forensic equipment for skills-based training and education.
- The complete overhaul of the campus's Criminalistics Learning Laboratory.

However, before advertising or marketing could be undertaken, the programs needed to be reshaped. In 2019, faculty determined that the Victim Services Aide

certificate, which was outdated and did not include vital industry-related programming, also did not serve any local, regional, or state hiring needs, so the discipline voted to discontinue the certificate offering.

Identifying real local, regional, and state hiring needs, the discipline created and introduced a new certificate program: Corrections. The corrections discipline provides an opportunity for many interested students within California and the Inland Empire region. At state and county levels, entry requirements for employment opportunities are broad and wages are higher than careers within similar entry-level requirements. For correctional officers alone, employment opportunities within the Inland Empire are expected to increase 7% through 2022. The creation of this certificate now allows students to pursue a career in corrections armed with the legal and ethical knowledge taught in the five courses contained within the certificate. This, along established relationships with peers and faculty, opportunities for internships, field trips, guest speakers, and volunteer opportunities, students can create and build a resume that makes them more competitive in the career world.

It also allows RCC and our students to become educated and empathetic professionals learning how to analyze, communicate, and critically think in a time when the American correctional system and its professionals faces some major challenges. The Police Executive Research Forum, along with the RAND Corporation, RTI International, and the University of Denver, published a study on the future of corrections in America, and one of the major concentrations was on the hiring, education, and training of correctional officers, with forecasts that these discussions will continue to dominate the criminal justice and corrections professions. In Fall 2020, the Corrections certificate received state approval and was added to the RCC catalog.

In 2020, the next certificate that was tackled was the Investigative Assistant certificate. This certificate, formed years ago during a then-existing relationship between the ADJ program and Riverside County District Attorney's Office, had been stagnant for years and had never undergone a curriculum change, update, or process to obtain state approval. The initial offering of this certificate required minimal credit

units and required classes that were questionable in their benefit to students and employers in comparison to other classes available within the ADJ curriculum. The ADJ program, with faculty and advisory committee consideration, deleted courses not taught in years and introduced two new courses to continue improving the program offerings and benefits to students, employers, and the community.

Discussion among industry professionals, faculty, and the ADJ Program Advisory Committee, including special discussion with the Riverside County District Attorney's Office, provided an opportunity to consider options of improving the existing Investigative Assistant certificate; this opportunity was coupled with the reestablishment of an internship relationship with the Riverside County District Attorney's Office. Current job opportunities for investigative assistants or investigative technicians within the region, with input from Investigative Technicians from DA's offices, show that the responsibilities, technical skill, and industry knowledge of this entry-level position has increased significantly in recent years and the current certificate course listing was not sufficient or impressive to potential employers.

Increasing the course requirements for this certificate (and seeking state approval) provide a stronger foundation of criminal legal knowledge and technical skill to prospective students in the program, as well as the increased focus on professional communication (written and verbal) by requiring both ENG-1A and our new class offering, ADJ- 24 Interviewing & Interrogation. The required courses in this certificate are all also required for the A.A.S. in ADJ and/or the ADT or transferable electives, allowing students to complete the certificate and continue their education by taking their completed classes and moving forward with pursuing the ADT or A.A.S. degree, further increasing their potential employability within the field. To reflect these changes, the certification has increased its credit requirement and the name has also been changed to Investigative Technician, to reflect these additions and the added potential opportunities for students in property and evidence technician roles.

The next certificate that needs to be addressed is the Crime Scene Investigation certificate, which is offered in the district at both the Norco and Riverside campuses. The existing Crime Scene Investigation certificate consists of five courses:

ADJ-2	Principles & Procedures of the Justice System	3 Credits
ADJ-3	Criminal Law	3 Credits
ADJ-13	Criminal Investigations	3 Credits
ADJ-14	Advanced Criminal Investigations	3 Credits
ANT-10	Forensic Anthropology	3 Credits
	Total:	15 Credits

The purpose of selecting these courses in the initial formation of the certificate is unknown, but a review of the curriculum and offerings was noted as necessary. In 2019, a modification to the certificate occurred, as there was discussion over the unnecessary inclusion of ANT-10 Forensic Anthropology within the existing certificate while other, more industry-applicable courses, were not included. A small modification was made in 2019 to the Crime Scene Investigation certificate, where ANT-10 was not removed, but instead ADJ-12 Criminalistics was added as an option for students (enrolled students could choose ANT-10 or ADJ-12).

The need for revision and updating in the CSI certificate parallels industry needs, challenges, and improvements in other areas of the ADJ program, including new class offerings and access to brand-new technology and equipment to facilitate skill-building educational programming. This includes the equipment acquisitions made at both Riverside City College and Norco College, and the district partnership with Moreno Valley College and Riverside City College leading to the formal establishment of a Forensics Yard at the Moreno Valley College campus at Ben Clark Training Center. Within the industry of forensic and crime scene investigation, there is significant industry concern and focus on the quality of education and training programs that are crime scene investigation specific.

In 2009, the National Research Council-Committee on Identifying the Needs of the Forensic Sciences Community published the landmark "Strengthening Forensic

Science in the United States: A Path Forward." This report included both deficiencies and potential solutions for a myriad of problems in the forensic science arena. In specifically addressing education programs, the National Research Council (2009) states:

- "Training should move away from reliance on the apprentice-like transmittal of practices to education at the college level and beyond that is based on scientifically valid principles" (p. 217).

- "Forensic science education and training must provide the tools needed to understand the probabilities and the limits of decision making under conditions of uncertainty" (p. 217).

- "To correct some of the existing deficiencies, the starting place must be better undergraduate and graduate programs, as well as increased opportunities for continuing education. Legitimating practices in the forensic science disciplines must be based on established scientific knowledge, principles, and practices, which are best learned through formal education and training and the proper conduct of research" (p. 217).

- "Demand for more and better-skilled forensic science practitioners is rising at both macro and micro levels" (p. 218).

- "The overarching challenges facing forensic science education, since its inception, have been inconsistent quality and insufficient funding. Commentators have noted repeatedly the deficiencies of forensic science education programs" (p. 224).

- "If forensic science education programs had sufficient rigor in science, law, and forensics, crime laboratories would have to spend less time and money for training" (p. 224).

- "Forensic science methods should be taught in the framework of common scientific practice" with an "explicit process for evaluating and monitoring its overall efforts to fulfill its mission, goals, and objectives," and "modifying the curriculum as necessary" (p. 224).

The current certificate is only a locally approved 15 credit certificate program; research and review was necessary to determine the applicability of the current offerings to the industry at a regional and state level and its value to both students and the community. In compiling 110 different formal job descriptions from local and state agencies for crime scene investigation (and related) positions, Dr. Matuszak found the following:

- **78.18% (n=86) of the positions have crime scene response and field work listed as a job responsibility/duty.**

- **44.54% (n=49) of all entry-level job postings for crime scene investigation positions only required a high school diploma for education levels. (However, all stated further education was preferred).**

- **37.27% (n=41) of all entry-level job postings for crime scene investigation positions required an associate degree in Administration of Justice or related fields.**

- **14.67% (n=16) of all entry-level job postings for crime scene investigation positions required a bachelor's degree in Administration of Justice or related fields.**
  - **6.36% (n=7) of positions required a college degree in a natural science, not ADJ.**

- **In reviewing experience, 21.81% (n=24) of entry-level positions did not specify any requirement for field experience.**

- **56.36% (n=62) of entry level positions specified that between 1-3 years of experience was a requirement.**

- **11.92% (n=13) of entry-level positions required between 4-6 years of experience.**

- **0.90% (n=1) of the positions required over 7 years of experience.**

Also, in reviewing the 110 job descriptions, 10.0% (n=11) specified a requirement for a specific amount of earned college credit in photography.

Obtaining updated labor market data on the field was also identified as necessary: The California Employment Development Department (2020) and U.S. Bureau of Labor Statistics (2020) provided the following data:

Occupation: Forensic Science Technician

	Wage Ranges	Job Growth (2016-2026)	Jobs Added (2016-2026)
California	$65,935 - $112,809	+ 15.0%	2,800
Inland Empire	$65,546 - $91,726	+ 15.8%	260

Median Wage: California	$83,830
Median Wage: Inland Empire	$76,966
Future Expectations:	Expected to grow faster than average growth rate for all occupations; expected to increase by 15.8% in the Inland Empire between 2016-2026.
Nationwide 2019 Median Pay:	$59,150
Nationwide 2019 Number of Jobs:	17,200
Job Outlook 2019-2029:	+ 14.0% (Much Faster than Average). Nationwide, California has the highest employment numbers for this occupation, as well as the highest paying positions for this occupation.

Occupation: Investigators & Detectives			
	Wage Ranges	**Job Growth (2016-2026)**	**Jobs Added (2016-2026)**
California	$91,902 - $136,741	+ 4.8%	8,500
Inland Empire	$96,950 - $128,315	+ 5.1%	680
Median Wage: California	$104,428		
Median Wage: Inland Empire	$104,778		
Future Expectations:	Expected to grow slower than average growth rate for all occupations; expected increase statewide by 4.8%, 5.1% in the Inland Empire.		
Nationwide 2019 Median Pay:	$65,170		
Nationwide 2019 Number of Jobs:	813,500		
Job Outlook 2019-2029:	+ 5.0% (Average).		

This data collection, both job description and labor market data, did not include the occupation of law enforcement officer, as many agencies hire civilians to work within this arena; however, not all agencies do, and many also provide for experience or education substitutions for professionals with prior law enforcement experience. However, including the datasets for that population would not provide clarity to this specific topic, although the reader should be aware that this is another professional opportunity for students but is not included in this report.

Of the 110 regional and state job descriptions, the job responsibilities and duties were reviewed to determine the effectiveness and benefits of the existing curriculum in the CSI certificate. The first issue identified was that none of the entry-level positions within crime scene investigation specified a knowledge of osteology or forensic anthropology, so the inclusion of this course as a required course does not seem to have any benefit to students or employers within this specific certificate offering. Typically, when an investigation involves the need of a forensic anthropologist, a doctorate-level professional in forensic anthropology is consulted.

In reviewing job responsibilities and duties, as listed by employers, it was determined that a more applicable and effective certificate in Crime Scene Investigation would include an additional course load (more required courses) to both expand knowledge and training opportunities and further increase student employability by meeting or exceeding education requirements for entry-level positions. This also needed to be coupled with course selection that provides for the industry identified and research supported skills and knowledge necessary for professionals in the field.

To accomplish this, the proposal is to modify the Crime Scene Investigation Certificate to include 24 required credits:

ADJ-2	Principles and Procedures of the Justice System	3 Units
ADJ-3	Criminal Law	3 Units
ADJ-4	Legal Aspects of Evidence	3 Units
ADJ-12	Criminalistics	3 Units**
ADJ-13	Criminal Investigations	3 Units
ADJ-14	Advanced Criminal Investigations	3 Units**
ADJ-24	Interviewing & Interrogation	3 Units
ADJ-31	Digital Forensics and Cybercrime	3 Units**
PHO-20	*Introduction to Digital Photography*	*3 Units*

Total:	24 (27) Units

** = Lab Courses (12 Hours Each)

In expanding and modifying our CSI Certificate to this proposal, it would allow our student graduates to meet the knowledge and skills requirements for 88.18% (n=97) of 110 regional and state job descriptions. Further, this modification will also accompany submission to Curriculum for the certificate to receive state approval as well, which is a vital next step to legitimize this program.

2021 Equity & Human Rights Conference
Home Edition!
February 24-27, 2021

Truth Healing Action

Agenda-at-a-Glance

WEDNESDAY, FEBRUARY 24	
4:00 - 5:00pm	**Exhibit Time**
5:00 - 6:00pm	**Opening Keynote by Little Steven**
6:15 - 6:45pm	**Welcome Sessions**
7:00 - 7:30pm	**REAC Forum**
7:30 - 8:00pm	**Ethnic Caucuses**

THURSDAY, FEBRUARY 25	
4:30 - 5:00pm	**Zumba Caucus**
5:00 - 5:45pm	**When We Fight Together, We Win: A Panel on Communities Organizing for Justice**
6:00 - 7:15pm	**Elective Session 1 - Discovering Truths**
7:30 - 8:00pm	**Sexual Orientation and Gender Identity Issues Advisory Committee (SOGIIAC) Forum**
8:00 - 8:30pm	**LGBTQ+ Caucus**

FRIDAY, FEBRUARY 26	
4:30 - 5:30pm	**Exhibit Time**
5:30 - 6:45pm	**Elective Session 2 - Developing Skills**
7:00 - 8:00pm	**Human Rights Awards**

SATURDAY, FEBRUARY 27	
8:00 - 9:00am	**Equity Team Planning Meeting**
9:00 - 9:30am	**Women's Rights Committee (WRC) Forum**
9:30 - 10:00am	**Women's Caucus**
10:15 - 11:30am	**Elective Session 3 - Taking Action and Sustaining the Movement**
11:45am - 12:15pm	**Closing Keynote**

Session Type	Plenary Sessions	Elective Sessions	Caucuses	Forums	Exhibits	Special Events

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THURSDAY, FEBRUARY 25	
4:30 - 5:00pm	**Zumba Caucus**
5:00 - 5:45pm	**When We Fight Together, We Win: A Panel on Communities Organizing for Justice**
6:00 - 7:15pm	**Elective Session 1 - Discovering Truths**
7:30 - 8:00pm	**Sexual Orientation and Gender Identity Issues Advisory Committee (SOGIIAC) Forum**
8:00 - 8:30pm	**LGBTQ+ Caucus**

FRIDAY, FEBRUARY 26	
4:30 - 5:30pm	**Exhibit Time**
5:30 - 6:45pm	**Elective Session 2 - Developing Skills**
7:00 - 8:00pm	**Human Rights Awards**

SATURDAY, FEBRUARY 27	
8:00 - 9:00am	**Equity Team Planning Meeting**
9:00 - 9:30am	**Women's Rights Committee (WRC) Forum**
9:30 - 10:00am	**Women's Caucus**
10:15 - 11:30am	**Elective Session 3 - Taking Action and Sustaining the Movement**
11:45am - 12:15pm	**Closing Keynote**

Session Type	Plenary Sessions	Elective Sessions	Caucuses	Forums	Exhibits	Special Events

Flex Track

Sigrid Williams
Employee#: 2757487
Email: sigrid.williams@norcocollege.edu
Department: Business, Engineering & Informational
Tech, ADJ, EAR & SCA

2020 - 2021 Obligation Status   30.5/24

100%

Academic Year

2020 - 2021	⌄

Individual Activities

Title	Date(s)	Hours	Department Approval Status	Evidence Status
Public Safety Regional Advisory	4/16/2021	2	Approved	Pending
CCCAOE Spring Conference	3/3/2021 - 3/18/2021	13.75	Pending	Pending
CTA 2021 Equity and Human Rights Conference	2/24/2021 - 2/27/2021	7	Pending	Pending
National Criminal Justice Association	12/9/2020 - 12/10/2020	8	Pending	Pending
USC Race & Equity Leadership Alliance	11/12/2020	3	Pending	Pending

CCCCO & POST Evidence Based Policing Webinar	11/5/2020	2	Pending	Pending
CCCAOE Fall Conference	9/30/2020 - 10/2/2020	10	Pending	Pending
Riverside Women's Leadership Conference	9/24/2020	3	Pending	Pending
California Competes Webinar	7/29/2020	1	Pending	Pending
Faculty Summit	7/13/2020 - 7/14/2020	8	Pending	Pending
Online Teaching Summit	6/17/2020 - 6/19/2020	10	Pending	Pending

Calendar Events

Title	Date(s)	Hours Credited
First Fridays meeting for Program Review Basics and a Bootcamp for the updated Nuventive program.	4/2/2021 - 4/2/2021	3
Train the Trainer workshop	2/26/2021 - 2/26/2021	1.5
SPRING FLEX days	2/5/2021 - 2/5/2021	6
CTE Programs Training	10/14/2020 - 10/14/2020	2
FALL FLEX DAYS	8/19/2020 - 8/21/2020	18

FY 21-22 RCCD PERKINS V TITLE I-C APPLICATION

College:	NC - Norco College	
Department:	Social and Behavioral Sciences	
TOP Code:	210500	*2, 4, or 6 digits.*
Department Contact:	Sigrid Williams	*Who is the department member responsible for monitoring Perkins funds?*
Administrative Contact:	Stephanie Podien	*Who will be entering requisitions, processing SPRs and invoices, etc.?*

Review the Needs Assessment submitted for your department in the FY20-21 application and describe how your FY20-21 Perkins award successfully addressed these needs. Were any needs completely met or resolved?

Priorities and needs identified in the 2020-2021 application included library loaned textbooks, online training materials and simulators, updated lab equipment and professional development. With the 2020 Perkins funding we were able to purchase one set of textbooks for students to check out for the semester which reduced the equity gap of students that could not afford the book which would have prevented them from successfully completing the class or program. Training materials were purchased that allowed our crime scene investigation lab classes to successfully complete the required lab hours at home. This is a huge gain for our program as we have shown through curriculum review that our program can be offered in both face to face and online/distant education modalities which allows for a greater student population. Chrome books have been purchased, however we have not been able to use them because of the school closure. These will be an added resource for students to use once back in the classroom as students will be able to type reports and conduct and present a variety of discipline specific assignments in a single setting wherein they would not be able to do so if they had to write them in longhand. Professional Development/Conferences were not approved because of the Pandemic. None of the needs were completely met or resolved. While we were able to purchase many equity minded resources, our program is still in its infancy so more resources are needed to develop a stronger regional program.

From the needs presented in your FY20-21 application, briefly describe which needs have not yet been met, or are continuing after receiving your FY20-21 Perkins award. (Note: This response will serve as your Needs Assessment for FY21-22.)

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 profession. Additional courses need to be added as well so students can complete their degrees in a timely manner to become competitive in our industry. Our discipline continues to grow as well as job openings with the numerous professions within criminal justice. We will continue to need textbook that can be loaned out to students to meet the equity needs of the college in other courses that we offer. We also need additional portable lab equipment in class mobility and outdoor crime scenes, lab supplies and the ability to attend conferences, workshops and seminars for full-time and part-time faculty. Professional development among the ADJ faculty is needed to keep up with the latest technology and innovative techniques used in the six guided pathways to provide quality instruction, rigorous and relevant course content, and ensure students are attaining the learning outcomes as prescribed in our program. There is also a need in the ADJ program to grow in numbers of course offerings to meet the needs of our student populations and industry needs. The growth of the program will attract more students into the field of criminal justice. It is will also help the expansion of offerings to more students with financial equity issues and offer a wider net of opportunities to our students. A wider net of opportunity should hopefully increase the number of students enrolling and completing courses in a faster time line to increase better transfer rates and certificate completion. This will support the need for performance indicators in non-traditional students as the industry is desperately looking to hire those that are diverse and represent the demographics of our communities.

Briefly describe how these remaining/continuing issue(s) will be addressed with FY21-22 Perkins award dollars. 2000 characters.

Students are wanting to take ADJ classes and many are unable to do so because of the lack of resources, the costs associated with textbooks and supplies, the inability to enroll in classes that are full with large wait lists, and the lack of morning, evening and online cohorts. We need to fully implement the guided pathways within ADJ. We need to incorporate more certificates within our program geared towards those guided pathways. We need to incorporate job fairs and workshops put on by local, state and federal agencies. Because of push for more diversity within our public agencies, we have a need to focus on non-traditional students. We could work with the STEM program and the STEM center as many of our pathways deal with investigations and science. With the additional funding to purchase textbooks in a few more courses, portable lab equipment, updated supplies, and professional development, we will be able to offer students a more robust program eliminating diversity and equity issues and making our program more inclusive. This is supported by our advisory board and their eagerness to recruit our students to meet their agencies openings.   By having state of the art equipment, and professors with the latest profession development and materials we could have the best program within the region that will open doors to agencies within the local, county, state and federal government.

PART 1: ACTIVITY

Activity Name:	Instructional Equipment
Total Activity Cost:	$ 27,150.00	*This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. As such, portable lab equipment and carts/tabletops are needed for several of the classes to meet the program and student learning outcomes, strengthen and support academic and technical skill achievement. It will offer a wider net of opportunities to our students specifically job preparedness in the field of crime scene investigation and criminalistics	*500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
	Skill Development: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
X	**Implement Achievement Programs**: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
	Develop And Implement Evaluations: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:
*See **REF-C** Permissive Activities*

§135(c)(7)

Select up to five student success metrics that apply to this proposed activity:
*See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(1) Completion; All Students Who Demonstrated a Skills Gain

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

(5) Equity; All Students Who Earned Nine or More Career Education Units Within the District in a Single Year

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	Instructional Equipment: (4) Portable cart/work stations for crime scene investigations to be performed indoors and outdoors when applicable. ULINE, Model H-6997-LAM. Equipment will be held in STEM 302.	$ 3,000.00	6000 - Capital Outlay	(A) Curriculum Development / Instruction
2	Mobel Demonstration Table. FLINN Scientific. Item # AP 5351. Equipment will be held in STEM 302.	$ 1,250.00	6000 - Capital Outlay	(A) Curriculum Development / Instruction
3	FARO Handheld 3D Scanner/Forensic Data Capture. Equipment will be kept in STEM 302. ($21K+tax. Shipping included) (Round 2) - Rep. Bill Jennings - 877-226-0436	$ 22,900.00	6000 - Capital Outlay	(A) Curriculum Development / Instruction
4				

PART 1: ACTIVITY

Activity Name:	Instructional Supplies	
Total Activity Cost:	$ 3,000.00	*This cell will automatically calculate from budget items entered in PART 2: BUDGET ITEMS.*
Description of Activity:	For equity purposes, students will need access to certain supplies to be successful and competitive in their classes and in our industry. As such, a variety of textbooks, media and non-durable equipment is needed for several of the classes to 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.	*500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
X	**Skill Development**: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
X	**Implement Achievement Programs**: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
X	**Develop And Implement Evaluations**: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:

See REF-C Permissive Activities

§135(c)(9)

Select up to five student success metrics that apply to this proposed activity:

See REF-D Student Success Metrics

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(1) Completion; All Students Who Demonstrated a Skills Gain

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

(5) Equity; All Students Who Earned Nine or More Career Education Units Within the District in a Single Year

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	One-time criminalistics and forensic lab kit supplies for student use. Various Vendors.	$ 1,500.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
2	Crime Scene Privacy Screen. Arrowhead Forensics. (Round 2)	$ 1,500.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
3				

PART 1: ACTIVITY

Activity Name:	Professional Development
Total Activity Cost:	$ 9,900.00	*This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	Conferences will ensure instruction in our programs meet current industry standards, best practices, and subject matter expertise within the industry as it pertains to the technological and innovative advances in public safety. It also allows for networking with important resources (internships, employment) for our students, to make our program more equitable for all students.	*500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
X	**Professional Development**: Provides professional development for a wide variety of CTE professionals.
	Skill Development: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
	Skill And Program Integration: Supports integration of academic skills into CTE programs.
X	**Implement Achievement Programs**: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
X	**Develop And Implement Evaluations**: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed: *See **REF-C** Permissive Activities*

§135(c)(6)

Select up to five student success metrics that apply to this proposed activity: *See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(1) Completion; All Students Who Demonstrated a Skills Gain

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	Descriptions should include specific details where appropriate. See REF-A for additional info. 350 character limit.	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See REF-A for additional info.*	*See REF-A for additional info.*
1	Conference/Training Workshops: Western Association of Criminal Justice (WACJ). Spokane, WA 10/13-10/15, 2021. (Hotel - $200/night; Reg. $275.) (2022 Conference in Reno, NV)	$ 2,000.00	5000 - Other Operating Expenses and Services	(B) Professional Development
2	Conference/Training Workshops: Western Society of Criminology (WSC). Honolulu, Hi. 2/3-2/5, 2022. 2023 conference is located Vancouver, BC. (Hotel - $350/night; Reg. $275.) (In lieu of 2023 Conference in Vancouver, BC)	$ 2,500.00	5000 - Other Operating Expenses and Services	(B) Professional Development
3	Conference/Training Workshops: CCCAOE Leadership Academy 2021. 11/1-11/5, 2021. Rancho Las Palmas (Hotel $TBD; Fee $975.) Round 2.	$ 2,500.00	5000 - Other Operating Expenses and Services	(B) Professional Development
4	Conference: World Academy: International Conference on Criminology, Penal Law, Crime and Delinquency. 3/11-12, 2022 Miami, FLA. (Hotel - $400/night Est.; Reg. $550.)	$ 2,900.00	5000 - Other Operating Expenses and Services	(B) Professional Development
5				

PART 1: ACTIVITY

Activity Name:	Instructional Supplies/Textbooks

Total Activity Cost:	$ 33,900.00	*This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	For equity purposes, students will need access to certain supplies to be successful and competitive in their classes and in our industry. As such, a variety of textbooks, media and non-durable equipment is needed for several of the classes to 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.	*500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
X	**Skill Development**: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
X	**Implement Achievement Programs**: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
X	**Develop And Implement Evaluations**: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:
*See **REF-C** Permissive Activities*

§135(c)(4)

Select up to five student success metrics that apply to this proposed activity:
*See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(1) Completion; All Students Who Demonstrated a Skills Gain

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

(5) Equity; All Students Who Earned Nine or More Career Education Units Within the District in a Single Year

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	Descriptions should include specific details where appropriate. See REF-A for additional info. 350 character limit.	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See REF-A for additional info.*	*See REF-A for additional info.*
1	Textbooks for ADJ-12. Criminalistics: An Introduction to Forensic Science by Saferstein. ISBN 9780135218310. Pearson Publishing (Est. $185x1.0875x50+400). Quantity = 50	$ 10,500.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
2	Textbooks for ADJ-5. Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society. Shuasta, Levine and Olson. ISBN: 9780134849188. Pearson Publishing (Est. $105x1.0875x50+400) Quantity = 50	$ 6,200.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
3	Textbooks for ADJ-4: Criminal Evidence: An Introduction. Worrall, Hemmens and Nored. ISBN 9780190639280. Oxford University Press. (Est. $115x1.0875x50+400) Quantity = 50	$ 6,700.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
4	Textbooks for ADJ-2: Procedures in the Justice System. Roberson and Winters. ISBN: 9780135186275. Pearson Publishing. (Est. $185x1.0875x50+400) Quantity = 50	$ 10,500.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
5				

PART 1: ACTIVITY

Activity Name:	Outreach/Job Fair/Workshops
Total Activity Cost:	$ 1,500.00 — *This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	Annual career fair and multiple public safety workshops to provide students and the community with career guidance to improve graduation rates, provide information on post secondary and career options, including updating skills to become employable in the field of public safety and/or gain a better understanding of public safety and our criminal justice system. — *500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
X	**Skill Development**: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
	Skill And Program Integration: Supports integration of academic skills into CTE programs.
	Implement Achievement Programs: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
	Develop And Implement Evaluations: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:
*See **REF-C** Permissive Activities*

§135(c)(2)

Select up to five student success metrics that apply to this proposed activity:
*See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(4) Workforce; All Students with a Job Closely Related to Their Field of Study

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	Printing services for workshop material including posters, mailers, etc., food, contract services.	$ 1,500.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students
2				

PART 1: ACTIVITY

Activity Name:	Additional Faculty for Sat. Labs	
Total Activity Cost:	$ 2,880.00	*This cell will automatically calculate from budget items entered in PART 2: BUDGET ITEMS.*
Description of Activity:	Large student population in the Advanced Crime Scene Investigations class (ADJ-14) and the Criminalistics class (ADJ-12), requires additional support to aid in student's skills development. Hiring of current ADJ faculty that has the equivalency to teach within our program would assist the faculty of record during Saturday labs in both fall and spring for a total of 30 hours. Additional faculty for labs will provide services that are sufficient to size, scope, and quality to be effective.	*500 character limit.*

Check all activity categories that this proposed activity will accomplish:

	Career Exploration And Development: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
X	**Skill Development**: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
	Implement Achievement Programs: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
	Develop And Implement Evaluations: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:	*See REF-C Permissive Activities*
§135(c)(6)	

Select up to five student success metrics that apply to this proposed activity:	*See REF-D Student Success Metrics*
(1) Completion; All Students Who Attained the Vision Goal Completion Definition	
(1) Completion; All Students Who Demonstrated a Skills Gain	
(4) Workforce; All Students Who Demonstrated a Skills Gain	

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	Support services of one additional faculty member to assist with crime scene labs (15 hours each for Fall/Spring for a total of 30 hours)	$ 2,400.00	1000 - Instructional Salaries	(A) Curriculum Development / Instruction
2	Support services of one additional faculty member or three student workers to assist with crime scene labs (15 hours each for Fall/Spring for a total of 30 hours)	$ 480.00	3000 - Employee Benefits	(A) Curriculum Development / Instruction
3				

PART 1: ACTIVITY

Activity Name:	Criminal Justice Student Association
Total Activity Cost:	$ 1,000.00 *This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	The Criminal Justice Student Association is a student-run organization that plans and implements a variety of field trips to various criminal justice venues, participates in a variety of school functions and participates in a variety of philanthropic activities. *500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
X	**Skill Development**: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
	Implement Achievement Programs: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
	Develop And Implement Evaluations: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed:
*See **REF-C** Permissive Activities*

§135(c)(5)

Select up to five student success metrics that apply to this proposed activity:
*See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(4) Workforce; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

PART 2: BUDGET ITEMS

COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.

CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.

FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.

Description of Budget Item		Cost	Major Object Category	Expenditure Category
*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*		*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	Variety of table coverings, identifiable canopy with logo and printing materials.	$ 1,000.00	4000 - Supplies and Materials	(C) Counseling / Direct Service to Students

PART 1: ACTIVITY

Activity Name:	Advisory Board
Total Activity Cost:	$ 150.00 *This cell will automatically calculate from budget items entered in **PART 2: BUDGET ITEMS**.*
Description of Activity:	Bi-annual advisory board meetings are held at the district level in ADJ to ascertain the effectiveness of our programs and the ongoing partnership and recommendations from agencies within our region. This includes entities from all identifable pathways in our discipline. *500 character limit.*

Check all activity categories that this proposed activity will accomplish:

X	**Career Exploration And Development**: Provides career exploration and career development activities through an organized, systematic framework.
	Professional Development: Provides professional development for a wide variety of CTE professionals.
	Skill Development: Provides the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
X	**Skill And Program Integration**: Supports integration of academic skills into CTE programs.
X	**Implement Achievement Programs**: Plans and carries out elements that support the implementation of CTE programs of study that result in increased student achievement.
X	**Develop And Implement Evaluations**: Develops and implements evaluations of the activities funded by Perkins.

Select the permissive activity that allows this activity to be performed: *See **REF-C** Permissive Activities*

§135(c)(1)

Select up to five student success metrics that apply to this proposed activity: *See **REF-D** Student Success Metrics*

(1) Completion; All Students Who Attained the Vision Goal Completion Definition

(1) Completion; All Students Who Demonstrated a Skills Gain

(5) Equity; All Students Who Attained the Vision Goal Completion Definition

PART 2: BUDGET ITEMS

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
COMPLETE ESTIMATES: When budgeting for supplies or equipment, ensure that the cost of tax, shipping, accessories, and all other possible charges is included in your estimate.				
CONSOLIDATION: Please consolidate budget items where appropriate. Example: If purchasing textbooks, include all textbooks in a single budget item. Do not create a budget item for each textbook you wish to purchase.				
FIXED COSTS: If your budget items include any costs in the 1000s or 2000s, you are required to provide additional dollars to cover fixed costs (3000s). For assistance calculating required fixed costs, use REF-B Fixed Cost Estimates. If 3000s are not appropriately budgeted for any 1000s or 2000s budget items, budgets will be corrected at Perkins Office's discretion.				

	Description of Budget Item	Cost	Major Object Category	Expenditure Category
	*Descriptions should include specific details where appropriate. See **REF-A** for additional info. 350 character limit.*	*Whole dollars ONLY. Do not include cents.*	*Please review fixed costs reminder. See **REF-A** for additional info.*	*See **REF-A** for additional info.*
1	Costs associated holding one of the district wide advisory boards. Printing, folders, food, etc.	$ 150.00	4000 - Supplies and Materials	(A) Curriculum Development / Instruction

Budget Item	Suggested Specific Details for Description
Academic special projects	Purpose, number of faculty, term(s)
Student/Short-term workers	Purpose, number of workers, relevant class(es), term(s)
Instructional supplies	General items to be purchased
Printing	Purpose, term(s)
Travel, conferences, trainings, etc.	Name of conference/training, date or expected month, number of attendees
Events	Expected event date/month/term(s)
Instructional equipment	Description of equipment, make, model, quantity, relevant class(es), relevant classroom(s)/building(s)

Major Object Categories	Sample Expenditure
1000 - Instructional Salaries	Academic special projects
2000 - Non-Instructional Salaries	Classified staff, administrative support, student workers, short-term workers
3000 - Employee Benefits	Fixed charges and H&W associated with any 1000 or 2000 charge
4000 - Supplies and Materials	Instructional supplies, reference materials, printing,
5000 - Other Operating Expenses and Services	Travel, mileage, conferences, trainings, professional services, subscriptions, events
6000 - Capital Outlay	Instructional equipment

Expenditure Categories	Sample Expenditure
(A) Curriculum Development / Instruction	Academic special projects, instructional supplies, instructional equipment
(B) Professional Development	Conferences, trainings, seminars
(C) Counseling / Direct Service to Students	Counseling, Tutors (student, short-term), reference materials, subscriptions

Fixed Cost Estimates

I am planning to pay **$ 2,400** for a(n) **Academic Special Project** , so I will need to request an additional **$ 480** to cover the associated fixed costs (3000s).

Sample Budget Items:

Description of Budget Item	Major Object Category	Cost	
Academic Special Project	1000	$	2,400
FC for Academic Special Project	3000	$	480

In total, $2,880 will need to be requested to carry out this activity.

Permissive Activity Number	Description
§135(c)(1)	to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
§135(c)(2)	to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
§135(c)(3)	for local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperative education, school- based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty;
§135(c)(4)	to provide programs for special populations;
§135(c)(5)	to assist career and technical student organizations;
§135(c)(6)	for mentoring and support services;
§135(c)(7)	for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
§135(c)(8)	for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
§135(c)(9)	to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
§135(c)(10)	to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including: a) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; b) postsecondary dual and concurrent enrollment programs; c) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives: i) to encourage the pursuit of a baccalaureate degree; and ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
§135(c)(11)	to provide activities to support entrepreneurship education and training;

§135(c)(12)	for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
§135(c)(13)	to develop and support small, personalized career-themed learning communities;
§135(c)(14)	NOT USED
§135(c)(15)	NOT USED
§135(c)(16)	to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
§135(c)(17)	to support training and activities (such as mentoring and outreach) in nontraditional fields;
§135(c)(18)	NOT USED
§135(c)(19)	to support innovative initiatives, which may include: a) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act; or ii) reporting data under this Act; c) implementing career and technical programs of study described in section 122(c)(1)(A); or d) implementing technical assessments;
§135(c)(20)	to support other career and technical education activities that are consistent with the purpose of this Act.

Department	Activity	Budget Item	Object	Requested Cost	Approved Cost	Notes/Priority
NOR-ADJ	Instructional Equipment	Instructional Equipment: (4) Portable cart/work stations for crime scene investigations to be performed indoors and outdoors when applicable. ULINE, Model H-6997-LAM. Equipment will be held in STEM 302.	6000 - Capital Outlay	3,000	3,000	
NOR-ADJ	Instructional Equipment	Moble Demonstration Table. FLINN Scientific. Item # AP 5351. Equipment will be held in STEM 302.	6000 - Capital Outlay	1,250	1,250	
NOR-ADJ	Instructional Equipment	FARO Handheld 3D Scanner/Forensic Data Capture. Equipment will be kept in STEM 302. ($21K+tax. Shipping included) (Round 2)	6000 - Capital Outlay	22,900	22,900	
NOR-ADJ	Instructional Supplies	One-time criminalistics and forensic lab kit supplies for student use. Various Vendors.	4000 - Supplies and Materials	1,500	-	Local SWP R3
NOR-ADJ	Instructional Supplies	Crime Scene Privacy Screen. Arrowhead Forensics. (Round 2)	4000 - Supplies and Materials	1,500	-	Local SWP R3
NOR-ADJ	Professional Development	Conference/Training Workshops: Western Association of Criminal Justice (WACJ). Spokane, WA 10/13-10/15, 2021. (Hotel - $200/night; Reg. $275.) (2022 Conference in Reno, NV)	5000 - Other Operating Expenses and Services	2,000	2,000	
NOR-ADJ	Professional Development	NOT ALLOWABLE WITH PERKINS - HI IS CONSIDERED OUT OF COUNTRY BY CCCCO. Conference/Training Workshops: Western Society of Criminology (WSC). Honolulu, Hi. 2/3-2/5, 2022. 2023 conference is located Vancouver, BC. (Hotel - $350/night; Reg. $275.) (In lieu of 2023 Conference in Vancouver, BC)	5000 - Other Operating Expenses and Services	-	-	
NOR-ADJ	Professional Development	Conference/Training Workshops: CCCAOE Leadership Academy 2021. 11/1-11/5, 2021. Rancho Las Palmas (Hotel $TBD; Fee $975.) Round 2.	5000 - Other Operating Expenses and Services	2,500	2,500	
NOR-ADJ	Professional Development	Conference: World Academy: International Conference on Criminology, Penal Law, Crime and Delinquency. 3/11-12, 2022 Miami, FLA. (Hotel - $400/night Est.; Reg. $550.)	5000 - Other Operating Expenses and Services	2,900	2,900	
NOR-ADJ	Instructional Supplies/Textbooks	Textbooks for ADJ-12. Criminalisitics: An Introduction to Forensic Science by Saferstein. ISBN 9780135218310. Pearson Publishing (Est. $185x1.0875x50+400). Quantity = 50	4000 - Supplies and Materials	10,500	1,006	2 - Reduced to 5 books. Revisit to create lending library/check with publisher for free desktop copies to put on reserve in the library for students
NOR-ADJ	Instructional Supplies/Textbooks	Textbooks for ADJ-5. Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society. Shuasta, Levine and Olson. ISBN: 9780134849188. Pearson Publishing (Est. $105x1.0875x50+400) Quantity = 50	4000 - Supplies and Materials	6,200	571	2 - Reduced to 5 books - Revisit to create lending library/check with publisher for free desktop copies to put on reserve in the library for students
NOR-ADJ	Instructional Supplies/Textbooks	Textbooks for ADJ-4: Criminal Evidence: An Introduction. Worrall, Hemmens and Nored. ISBN 9780190639280. Oxford Univeristy Press. (Est. $115x1.0875x50+400) Quantity = 50	4000 - Supplies and Materials	6,700	625	Reduced to 5 books - Revisit to create lending library/check with publisher for free desktop copies to put on reserve in the library for students
NOR-ADJ	Instructional Supplies/Textbooks	Textbooks for ADJ-2: Procedures in the Justice System. Roberson and Winters. ISBN: 9780135186275. Pearson Publishing. (Est. $185x1.0875x50+400) Quantity = 50	4000 - Supplies and Materials	10,500	1,006	Reduced to 5 books - Revisit to create lending library/check with publisher for free desktop copies to put on reserve in the library for students
NOR-ADJ	Outreach/Job Fair/Workshops	Printing services for workshop material including posters, mailers, etc. Contract services for workshop speakers/presenters	4000 - Supplies and Materials	1,500	1,500	
NOR-ADJ	Additional Faculty for Sat. Labs	Support services of one additional faculty member to assist with crime scene labs (15 hours each for Fall/Spring for a total of 30 hours)	1000 - Instructional Salaries	2,400	-	Federal funds cannot be used to pay a faculty member to teach as we cannot collect FTES.
NOR-ADJ	Additional Faculty for Sat. Labs	Support services of one additional faculty member or three student workers to assist with crime scene labs (15 hours each for Fall/Spring for a total of 30 hours)	3000 - Employee Benefits	480	-	
NOR-ADJ	Criminal Justice Student Association	Outreach Supplies:Variety of table coverings, identifiable canopy with logo and printing materials.	4000 - Supplies and Materials	1,000	1,000	
NOR-ADJ	Advisory Board	Costs associated holding one of the district wide advisory boards. Printing, folders, supplies.	4000 - Supplies and Materials	150	150	

| | | | | 76,980 | 40,408 | |

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	10,720	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*).