



# **Program Review - Overall Report**

2024 - 2027

Instructional: Administration of Justice

## Overall Trends

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Please add any relevant documents here.

[Core Indicators.pdf](#)

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

### Preamble

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.

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.

Since our last comprehensive review, Administration of Justice (ADJ) continues to grow with its course offerings in different teaching modalities. After looking at the data, the significant changes within the program included increases in students taking our classes, success and retention numbers, and awards. We developed a non-credit ADJ course in Community Emergency Response Team (CERT) which aligns itself within Emergency Management and the Department of Justice's FEMA program. This course has been offered four times since its inclusion in the curriculum catalog. State legislation (AB89) approved by the Governor on 9/30/2021, requires the State's Chancellor's Office to develop a modern policing degree program by 2025 and to provide financial assistance to those from disadvantaged communities pursuing law enforcement degrees. Additionally, the Occupational Outlook shows a 10.7% increase in public safety jobs here in the Inland Empire. We are looking at 32K job openings in criminal justice through 2029. Public safety accounts for more than 500,000 jobs in California. The new legislation along with the job outlook numbers will increase our numbers and require more course offerings. Our degree and certificate programs linked to the guided pathways will open the door for our students to enter into these careers. 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. Since the last comprehensive program review, program offerings and equipment purchases have allowed us to build one of the most comprehensive programs in the region. 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, 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 speaks to perhaps the most important

## Data Review

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 at 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 2022-2032
California	\$ 50.01	\$ 104,010	3% growth
Correctional Officer	40.63	84,520	7% decline
Fish and Game	42.38	88,150	1% growth
Forensic Technician	45.22	94,060	14% (Much faster than average)
Lawyers	96.89	201,530	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	18.81	39,120	3% (As fast as average)

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, at <https://www.bls.gov>. (Retrieved 3/13/2024)

## Data Review

### Enrollment

Our student enrollment numbers continue to grow as seen in Table 2. Over the course of the last five years, our student enrollment numbers have grown by 70%. Our smallest growth but definitely worth noting was during COVID when the college was shut down for a period of time and all classes went online. While the college dropped with student enrollment, ADJ student enrollment increased. In the last two years, student enrollment numbers have increased by 32%.

**Table 2: Student Enrollment Numbers**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	369	395	497	515	649
Male	243	364	287	292	381
Total	613	763	786	814	1043
Growth from 18-19		24%	28%	32%	70%
Growth from 19-20			3%	6%	36%

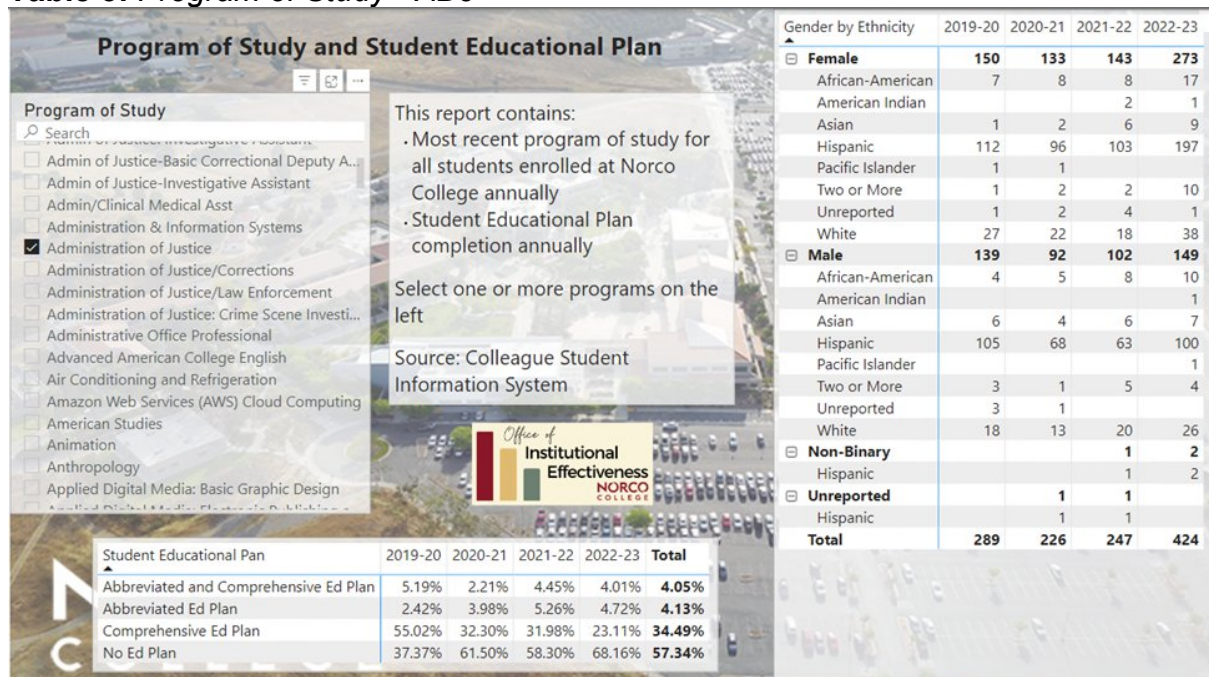
## Data Review

Growth from 20-21				3%	32%
Growth from 21-22					28%

### Program of Study

Our ADJ program has undergone a multitude of changes within the past three years, including doubling student enrollment (post COVID) as evidenced in Table 3, updating and improving all curriculum in all the ADJ courses now being taught at Norco College, ensuring all ADJ courses can be taught in all modalities, and deleting old courses which are no longer viable for the program as recommended by our annual advisory boards. Each of the courses offered were updated latest in 2022/2023 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-1, ADJ-5, ADJ-12, and ADJ-20. Minor modifications were made in May 2022 on the other courses in our catalog. Finally, all 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.

**Table 3: Program of Study - ADJ**



The data above shows that our female student enrollment is almost double of our male enrollments which is surprising in a male dominated profession, but also brings a breath of fresh air that change is occurring. Our Hispanic rates have also doubled in numbers as have our African American numbers. Our fill rates are slowly improving. While some may suggest fewer classes, we are looking at offerings using all modalities. Face-to-Face classes are of concern with the lowest enrollment rates, however we need to ensure we are meeting the needs of all students and while some classes have those smaller numbers, our overall fill rates as a discipline are over 60%.

We also have another 79 students that have stated in 2022-2023 that their program of study is crime scene investigations. Similar to ADJ, not only do females make up the majority of the students, 68% of them are Hispanics (Table 4).

**Table 4: Program of Study - CSI**

## Data Review

### Program of Study and Student Educational Plan

**Program of Study**

Search

- Cosmetology Bus Admin: Management & Su...
- Cosmetology Concepts
- Cosmetology Instructor Training
- Crime and Intelligence Analysis
- Crime Scene Investigation
- Crime Scene Photography Essentials
- Culinary Arts
- Customer Relations
- Cyber Defense

This report contains:

- Most recent program of study for all students enrolled at Norco College annually
- Student Educational Plan completion annually

Select one or more programs on the left

**Gender by Ethnicity** 2022-23

Gender	Count
<b>Female</b>	<b>58</b>
African-American	1
Asian	3
Hispanic	39
Two or More	3
White	12
<b>Male</b>	<b>21</b>
African-American	1
Asian	2
Hispanic	15
White	3
<b>Total</b>	<b>79</b>

### Fill Rates

Keeping a student-centered mindset, and listening to our students through surveys, we continue to offer courses in a variety of learning modalities with more emphasis on online sections than face to face. However, for equity purposes, we need to think about our students that need to have physical interaction. We attempt to offer our face-to-face GE courses in both the morning and evening but the fill rate on face-to-face classes remains low. We should see this fill rate increase slowly over time. We also have one non-credit class that is extremely low, bringing the overall numbers down. This class is offered to students, faculty, classified professionals, and the community but has not been marketed very well. This will need our attention.

There is also a disconnect between the college and student enrollment based on student feedback. Many wait until the last minute to see if classes will be canceled before they enroll. Others wait until the week of a semester to enroll. This does not do well for classes that may be full and then students leave to take other classes. It gives initial class numbers a false sense of accuracy.

However, even with some courses having low enrollment, our overall fill rate for 2021-2022 was above 50% (Table 5).

**Table 5: 2021-2022 Fill Rates**

Course	Primary Sections	Enrollments	Proj Enrl FTES	Capacity	Waitlisted	Fill Rate No ILA
<input type="checkbox"/> ADJ-1	8	241	24.12	395	6	61.0%
<input type="checkbox"/> ADJ-12	1	42	5.13	44	1	95.5%
<input type="checkbox"/> ADJ-13	4	147	14.70	223	6	65.9%
<input type="checkbox"/> ADJ-14	2	33	4.77	89	0	37.1%
<input type="checkbox"/> ADJ-19	1	13	1.31	88	0	14.8%
<input type="checkbox"/> ADJ-2	2	46	4.60	83	0	55.4%
<input type="checkbox"/> ADJ-20	1	19	1.90	45	0	42.2%
<input type="checkbox"/> ADJ-3	4	143	14.32	220	3	65.0%
<input type="checkbox"/> ADJ-4	1	19	1.90	49	0	38.8%
<input type="checkbox"/> ADJ-5	1	22	2.20	42	0	52.4%
<input type="checkbox"/> ADJ-8	1	33	3.30	49	0	67.3%
<input type="checkbox"/> ADJ-9	2	59	5.90	75	0	78.7%
<b>Total</b>	<b>28</b>	<b>817</b>	<b>84.15</b>	<b>1,402</b>	<b>16</b>	<b>58.3%</b>

Our 2022-2023 fill rate are slowly improving. As shown in the table below, our fill rate increased to 63.4% equating to a 5% growth in one year. We are hoping that this continues to bring our fill rates and efficiency rates to 100%.

**Table 6: 2022-2023 Fill Rates**

## Data Review

Course	Primary Sections	Enrollments	Proj Enrl FTES	Capacity	Waitlisted	Fill Rate No ILA
ADJ-1	19	539	54.07	815	11	66.1%
ADJ-12	4	127	15.52	161	4	78.9%
ADJ-13	10	283	28.30	395	8	71.6%
ADJ-14	4	58	7.09	168	0	34.5%
ADJ-19	1	6	0.60	42	0	14.3%
ADJ-2	3	104	10.40	168	0	61.9%
ADJ-20	2	56	5.60	84	0	66.7%
ADJ-24	1	22	2.20	42	0	52.4%
ADJ-27	2	26	4.57	84	0	31.0%
ADJ-3	11	383	38.68	464	6	82.5%
ADJ-4	3	73	7.41	133	0	54.9%
ADJ-5	6	112	11.20	252	0	44.4%
ADJ-8	5	152	15.20	223	15	68.2%
ADJ-801	6	44	3.48	180	0	24.4%
ADJ-9	8	247	24.80	312	3	79.2%
<b>Total</b>	<b>85</b>	<b>2,232</b>	<b>229.12</b>	<b>3,523</b>	<b>47</b>	<b>63.4%</b>

### Overall Trends in Success

Since our last comprehensive program review, we have seen substantial gains and some losses. Last year our student success rate was 73.5%, consistent with the last five years. It appears that our male students have a slightly higher success rates than our female students. Last year we had no equity gaps.

**Table 7: 2022-2023 Success Rates: ADJ**

# Success Rates by Discipline & Course Disaggregated by Race



**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2022  
 Fall 2022  
 Winter 2023  
 Spring 2023

**College**

 MVC  
 NC  
 RCC

**Discipline**

ADJ

**Instr. Type**

 Hybrid  
 Non-Online  
 Online

**Course**

 Select all  
 ADJ-1  
 ADJ-12  
 ADJ-13  
 ADJ-14  
 ADJ-2  
 ADJ-20  
 ADJ-27  
 ADJ-3  
 ADJ-4  
 ADJ-5

**Support Course**

 No

**Discipline-Level: ADJ**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>649</b>	<b>476</b>	<b>73.3%</b>	<b>0</b>	<b>4</b>
African American	22	19	86.4%	0	0
Asian	41	33	80.5%	0	0
Hispanic	426	305	71.6%	0	14
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	121	89	73.6%	0	0
Two or More	33	26	78.8%	0	0
Unknown	Masked Data			0	
<b>Male</b>	<b>381</b>	<b>287</b>	<b>75.3%</b>	<b>0</b>	<b>0</b>
African American	25	19	76.0%	0	0
Asian	32	23	71.9%	0	1
Hispanic	237	189	79.7%	0	0
Native American				0	
Pacific Islander	Masked Data			0	
White	67	43	64.2%	0	7
Two or More	Masked Data			0	
Unknown	10	6	60.0%	0	2
<b>Unknown</b>	<b>13</b>	<b>4</b>	<b>30.8%</b>	<b>1</b>	<b>6</b>
African American	Masked Data			0	
<b>Total</b>	<b>1,043</b>	<b>767</b>	<b>73.5%</b>	<b>0</b>	<b>0</b>

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group base  
 - "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Looking at the success rates for the last five years (Table 8), we can see two equity gaps within ADJ among our marginalized female populations. They have since been closed. Looking directly at the success rates, our male students are still somewhat more successful than our female students.

**Table 8: 2018-2023 Success Rates: ADJ**

## Data Review

**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2019

**Colle\_**

 MVC  
 NC  
 RCC

**Discipline**

ADJ

 Select all  
 ACC  
 ADJ  
 AHS  
 ALR  
 ANT  
 APP  
 ARE  
 ART  
 ADJ-2  
 ADJ-20  
 ADJ-27  
 ADJ-3  
 ADJ-4

**Instruction Type**

 Hybrid  
 Non-Online  
 Online

**Support Course**

 No

**Discipline-Level: ADJ**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>2,425</b>	<b>1,776</b>	<b>73.2%</b>	<b>0</b>	<b>27</b>
African American	106	68	64.2%	1	11
Asian	124	102	82.3%	0	0
Hispanic	1,626	1,172	72.1%	1	44
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	467	365	78.2%	0	0
Two or More	87	58	66.7%	0	7
Unknown	Masked Data			0	
<b>Male</b>	<b>1,567</b>	<b>1,171</b>	<b>74.7%</b>	<b>0</b>	<b>0</b>
African American	89	67	75.3%	0	0
Asian	119	97	81.5%	0	0
Hispanic	1,017	739	72.7%	0	14
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	278	220	79.1%	0	0
Two or More	31	24	77.4%	0	0
Unknown	22	16	72.7%	0	1
<b>Unknown</b>	<b>27</b>	<b>14</b>	<b>51.9%</b>	<b>1</b>	<b>6</b>
African American	Masked Data			0	
<b>Total</b>	<b>4,019</b>	<b>2,961</b>	<b>73.7%</b>	<b>0</b>	<b>0</b>

When comparing our success rates to the entire college, we can see that our overall success rate of 73.7% is greater than the college's 71.1% (Table 8 & 9). We can also see that our African-American and Hispanic females had an equity gap which has since been closed.

**Table 9: 2018-2023 Success Rates: Norco College**



**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2019

Discipline-Level: MAT, SOC, CON, ADJ, GUI, ART, GEG, ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>138,575</b>	<b>98,887</b>	<b>71.4%</b>	<b>0</b>	<b>0</b>
African American	8,400	5,389	64.2%	1	602
Asian	13,477	11,178	82.9%	0	0
Hispanic	84,383	58,038	68.8%	1	2853
Native American	318	205	64.5%	1	22
Pacific Islander	348	223	64.1%	1	25
White	26,744	20,367	76.2%	0	0
Two or More	4,221	2,975	70.5%	0	27
Unknown	684	512	74.9%	0	0
<b>Male</b>	<b>127,034</b>	<b>89,930</b>	<b>70.8%</b>	<b>0</b>	<b>731</b>
African American	7,719	4,784	62.0%	1	725
Asian	15,172	11,856	78.1%	0	0
Hispanic	70,140	48,333	68.9%	1	2077
Native American	389	256	65.8%	1	21
Pacific Islander	592	411	69.4%	0	10
White	27,128	20,226	74.6%	0	0
Two or More	3,751	2,595	69.2%	0	73
Unknown	2,143	1,469	68.5%	1	55
<b>Unknown</b>	<b>2,103</b>	<b>1,511</b>	<b>71.8%</b>	<b>0</b>	<b>0</b>
African American	124	67	54.0%	1	22
<b>Total</b>	<b>267,712</b>	<b>190,328</b>	<b>71.1%</b>	<b>0</b>	<b>0</b>

**College**

 MVC  
 NC  
 RCC

**Discipline**

All

**Course**

 Select all  
 ACC-1A  
 ACC-1B  
 ACC-200  
 ACC-55  
 ACC-62  
 ACC-65  
 ACC-66  
 ACC-67  
 ACC-801  
 ACC-802

**Instru**

Type

 Hybrid  
 Non-Online  
 Online  
 Work Study

**Support Course**

 Yes  
 No

We also compared our program success numbers to the district numbers to ensure we were within overall success rates among all three colleges. We were able to see that our success rates over the last five years were overall 5% greater than the district's success rate (Table 10).

**Table 10: 2018-2023 Success Rates: District**

Data Review



**Year**

2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2019

**College**

MVC  
 NC  
 RCC

**Instruction Type**

Hybrid  
 Non-Online  
 Online  
 Work Study

**Support Course**

Yes  
 No

**Discipline**

All

**Course**

Select all  
 ACC-1A  
 ACC-1B  
 ACC-200  
 ACC-55  
 ACC-62  
 ACC-63  
 ACC-65  
 ACC-66  
 ACC-67  
 ACC-801

Discipline-Level: MAT, SOC, CON, ADJ, GUI, ART, GEG, ...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>653,557</b>	<b>440,773</b>	<b>67.4%</b>	<b>0</b>	<b>2003</b>
African American	52,445	31,246	59.6%	1	4396
Asian	42,163	33,432	79.3%	0	0
Hispanic	426,787	283,540	66.4%	0	7772
Native American	1,716	998	58.2%	1	162
Pacific Islander	2,324	1,478	63.6%	1	93
White	101,770	74,028	72.7%	0	0
Two or More	20,961	13,842	66.0%	0	328
Unknown	5,391	2,209	41.0%	1	1441
<b>Male</b>	<b>469,692</b>	<b>319,529</b>	<b>68.0%</b>	<b>0</b>	<b>0</b>
African American	37,353	22,601	60.5%	1	2730
Asian	42,566	32,583	76.5%	0	0
Hispanic	282,970	186,806	66.0%	1	5866
Native American	1,288	832	64.6%	1	39
Pacific Islander	2,339	1,599	68.4%	0	0
White	83,503	62,085	74.4%	0	0
Two or More	15,081	10,079	66.8%	0	114
Unknown	4,592	2,944	64.1%	1	160
<b>Unknown</b>	<b>11,722</b>	<b>6,622</b>	<b>56.5%</b>	<b>1</b>	<b>1313</b>
African American	518	301	58.1%	1	50
<b>Total</b>	<b>1,134,971</b>	<b>766,924</b>	<b>67.6%</b>	<b>0</b>	<b>0</b>

Wanting to learn more about success rates among the different modalities, we also looked at success rates of our face-to-face, hybrid, and online classes. We showed a few equity gaps when combining the last five years in our face-to-face classes, but as stated earlier, those gaps have been closed. Overall it shows that our female students have a higher success rate in face to face classes than our male students (Table 11).

**Table 11: 2018-2023 Success Rates: ADJ Non-Online (Face-to-Face)**

## Data Review



Discipline-Level: ADJ						
Gender	Enrolled	Success	Success Rate	DI	Close Gap	
<b>Female</b>	<b>782</b>	<b>589</b>	<b>75.3%</b>	<b>0</b>	<b>0</b>	
African American	32	17	53.1%	1	7	
Asian	31	23	74.2%	0	0	
Hispanic	537	404	75.2%	0	0	
White	163	128	78.5%	0	0	
Two or More	16	14	87.5%	0	0	
Unknown	Masked Data			0		
<b>Male</b>	<b>702</b>	<b>509</b>	<b>72.5%</b>	<b>0</b>	<b>20</b>	
African American	40	33	82.5%	0	0	
Asian	47	38	80.9%	0	0	
Hispanic	452	306	67.7%	1	41	
Native American	Masked Data			0		
Pacific Islander	Masked Data			0		
White	127	102	80.3%	0	0	
Two or More	10	9	90.0%	0	0	
Unknown	19	15	78.9%	0	0	
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>		
Asian				0		
Hispanic	Masked Data			0		
Pacific Islander	Masked Data			0		
<b>Total</b>	<b>1,491</b>	<b>1,103</b>	<b>74.0%</b>	<b>0</b>	<b>0</b>	

When we look at the data over the last five years for our hybrid classes (Table 12) the success rates take a dramatic turn revealing that our female student success rates drop to 67.4%, while the success rate for our male student increase to just under 82%. We also notice an equity gap with our Hispanic females. This gap has since been closed.

**Table 12: 2018-2023 Success Rates: ADJ Hybrid**

## Data Review



Discipline-Level: ADJ						
Gender	Enrolled	Success	Success Rate	DI	Close Gap	
<b>Female</b>	<b>86</b>	<b>58</b>	<b>67.4%</b>	<b>1</b>	<b>12</b>	
African American	Masked Data			0		
Asian	Masked Data			0		
Hispanic	57	37	64.9%	1	8	
White	22	17	77.3%	0	0	
Two or More	Masked Data			0		
<b>Male</b>	<b>72</b>	<b>59</b>	<b>81.9%</b>	<b>0</b>	<b>0</b>	
African American	Masked Data			0		
Asian	Masked Data			0		
Hispanic	51	42	82.4%	0	0	
White	13	10	76.9%	0	0	
Two or More	Masked Data			0		
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>		
Hispanic	Masked Data			0		
<b>Total</b>	<b>162</b>	<b>119</b>	<b>73.5%</b>	<b>0</b>	<b>0</b>	

Our online courses produce a lower success rate for our female students than our face-to-face classes, but higher than our hybrid classes. Our male success rates are higher than our face-to-face classes, but lower than our online course. However, it should also be noted that there is a third variable. Sixteen students did not reveal their gender and the data shows those student numbers as unknown (Table 13).

**Table 13:** 2018-2023 Success Rates: ADJ Online

## Data Review

**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2019

**Discipline-Level: ADJ**

**College**

 MVC  
 NC  
 RCC

**Discipline**

ADJ ▼

**Instr. Type**

 Hybrid  
 Non-Online  
 Online

**Course**

 Select all  
 ADJ-1  
 ADJ-12  
 ADJ-13  
 ADJ-14  
 ADJ-19  
 ADJ-2  
 ADJ-20  
 ADJ-3  
 ADJ-4  
 ADJ-5

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>1,557</b>	<b>1,129</b>	<b>72.5%</b>	<b>1</b>	<b>46</b>
African American	73	50	68.5%	0	4
Asian	89	77	86.5%	0	0
Hispanic	1,032	731	70.8%	1	49
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	282	220	78.0%	0	0
Two or More	69	43	62.3%	1	8
Unknown	Masked Data			0	
<b>Male</b>	<b>793</b>	<b>603</b>	<b>76.0%</b>	<b>0</b>	<b>0</b>
African American	46	31	67.4%	0	3
Asian	68	56	82.4%	0	0
Hispanic	514	391	76.1%	0	0
Pacific Islander	Masked Data			0	
White	138	108	78.3%	0	0
Two or More	20	14	70.0%	0	1
Unknown	Masked Data			0	
<b>Unknown</b>	<b>16</b>	<b>7</b>	<b>43.8%</b>	<b>1</b>	<b>5</b>
African American	Masked Data			0	
Asian	Masked Data			0	
<b>Total</b>	<b>2,366</b>	<b>1,739</b>	<b>73.5%</b>	<b>0</b>	<b>0</b>

### Overall Trends in Retention

The next area of data review was retention rates. We looked at last year's retention rates (Table 14), then compared them to our retention rates in ADJ over the last five years (Table 15). We also looked at the college's overall retention rates and the district's rates. Finally, we looked at special populations to see if anything stood out of the norm.

Last year's retention rates look very promising. Overall, our discipline retention rates are at 91.9% which is an increase over the last five years.

**Table 14: 2022-2023 Retention Rates: ADJ**

Data Review

**Year**

2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

Summer 2022  
 Fall 2022  
 Winter 2023  
 Spring 2023

**College**

MVC  
 NC  
 RCC

**Discipline**

ADJ

**Instruction Type**

Hybrid  
 Non-Online  
 Online

**Support Course**

No

**Course**

Select all  
 ADJ-1  
 ADJ-12  
 ADJ-13  
 ADJ-14  
 ADJ-2  
 ADJ-20  
 ADJ-27  
 ADJ-3  
 ADJ-4  
 ADJ-5

**Discipline-Level: ADJ**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>649</b>	<b>588</b>	<b>90.6%</b>	<b>1</b>	<b>22</b>
African American	22	22	100.0%	0	0
Asian	41	34	82.9%	0	4
Hispanic	426	381	89.4%	1	18
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	121	114	94.2%	0	0
Two or More	33	31	93.9%	0	0
Unknown	Masked Data			0	
<b>Male</b>	<b>381</b>	<b>360</b>	<b>94.5%</b>	<b>0</b>	<b>0</b>
African American	25	24	96.0%	0	0
Asian	32	27	84.4%	0	3
Hispanic	237	229	96.6%	0	0
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	67	60	89.6%	0	2
Two or More	Masked Data			0	
Unknown	10	10	100.0%	0	0
<b>Unknown</b>	<b>13</b>	<b>10</b>	<b>76.9%</b>	<b>0</b>	<b>2</b>
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
Pacific Islander	Masked Data			0	
White	Masked Data			0	
<b>Total</b>	<b>1,043</b>	<b>958</b>	<b>91.9%</b>	<b>0</b>	<b>0</b>

Table 15: 2018-2023 Retention Rates: ADJ

**Year**

2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2020

**College**

MVC  
 NC  
 RCC

**Discipline**

ADJ

**Course**

Select all  
 ADJ-1  
 ADJ-12  
 ADJ-13  
 ADJ-14  
 ADJ-19  
 ADJ-2  
 ADJ-20  
 ADJ-27  
 ADJ-3  
 ADJ-4

**Discipline-Level: ADJ**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>2,425</b>	<b>2,193</b>	<b>90.4%</b>	<b>0</b>	<b>12</b>
African American	106	93	87.7%	0	4
Asian	124	115	92.7%	0	0
Hispanic	1,626	1,458	89.7%	0	26
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	467	435	93.1%	0	0
Two or More	87	79	90.8%	0	0
Unknown	Masked Data			0	
<b>Male</b>	<b>1,567</b>	<b>1,427</b>	<b>91.1%</b>	<b>0</b>	<b>0</b>
African American	89	84	94.4%	0	0
Asian	119	105	88.2%	0	3
Hispanic	1,017	920	90.5%	0	3
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	278	258	92.8%	0	0
Two or More	31	28	90.3%	0	1
Unknown	22	22	100.0%	0	0
<b>Unknown</b>	<b>27</b>	<b>22</b>	<b>81.5%</b>	<b>0</b>	<b>3</b>
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	16	14	87.5%	0	1
Pacific Islander	Masked Data			0	
White	Masked Data			0	
<b>Total</b>	<b>4,019</b>	<b>3,642</b>	<b>90.6%</b>	<b>0</b>	<b>0</b>

## Data Review

Looking at the retention rates for all face-to-face, hybrid and online, the data reveals that the retention rate for our face-to-face classes was 89.3% (Table 16), hybrid classes were 92% (Table 17) and online were 91.4% (Table 18). These are all very similar. However, the data did reveal prior to last year that there were two equity gaps. The first was in our face to face class with our male Hispanic students, and the second was in our online classes with our female Hispanic students. These equity gaps have since been closed.

**Table 16: 2018-2023 Retention Rates: Non-Online (Face to Face)**

**Year**

2018-19

2019-20

2020-21

2021-22

2022-23

**Term**

Summer 2018

Fall 2018

Winter 2019

Spring 2019

Summer 2019

Fall 2019

**Discipline-Level: ADJ**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>782</b>	<b>710</b>	<b>90.8%</b>	<b>0</b>	<b>0</b>
African American	32	27	84.4%	0	2
Asian	31	29	93.5%	0	0
Hispanic	537	488	90.9%	0	0
White	163	148	90.8%	0	0
Two or More	16	15	93.8%	0	0
Unknown	Masked Data			0	
<b>Male</b>	<b>702</b>	<b>615</b>	<b>87.6%</b>	<b>1</b>	<b>23</b>
African American	40	37	92.5%	0	0
Asian	47	42	89.4%	0	0
Hispanic	452	387	85.6%	1	24
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	127	115	90.6%	0	0
Two or More	10	9	90.0%	0	0
Unknown	19	19	100.0%	0	0
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	
Asian				0	
Hispanic	Masked Data			0	
Pacific Islander	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
<b>Total</b>	<b>1,491</b>	<b>1,331</b>	<b>89.3%</b>	<b>0</b>	<b>0</b>

**College**

MVC

NC

RCC

**Discipline**

ADJ

**Course**

Select all

ADJ-1

ADJ-12

ADJ-13

ADJ-14

ADJ-19

ADJ-2

ADJ-20

ADJ-27

ADJ-3

ADJ-4

**Instru**

Type

Hybrid

Non-Online

Online

**Support Course**

No

**Table 17: 2018-2023 Retention Rates: Hybrid**



## Data Review

We wanted to finish our data review looking at our special populations. We used data from last year to look at retention and success rates for our students with disabilities, foster youth, and Veterans. Our students in 2022-2023 with disabilities had an overall 81.8% retention rate and a 69.7% success rate (Table 19).

Effort needs to be made on a confidential basis, to identify our students with disabilities, foster youth, and veterans in order to ensure that the resources available to those students are utilized by those students. It is impossible for the instructor to identify if a student has a disability, or is a foster youth, or a veteran, unless the instructor asks. Asking may lead inevitably to the unintended consequence of embarrassment or shame to that student so it is crucial that the identification of these students is completed on a confidential basis.

Recommendations for faculty would be to add language in the course syllabus that clearly identifies resources for these students, and announcements in class that allows the students to confidentially identify themselves via email, or discretely after class, so that the instructor can direct these students to the resources that they may not even be aware are available to them.

**Table 19: 2022-2023 Retention and Success Rates: ADJ Special Populations/Disability**

The screenshot shows a data analysis interface for 'Disability'. It includes filters for Year (2022-23 is selected), Term (Spring 2023 is selected), College (NC is selected), Discipline (ADJ), and Course (ADJ-3, ADJ-4, ADJ-5, ADJ-9, ADJ-14, ADJ-20, ADJ-27 are selected). The interface displays two tables: Retention and Success Rates.

Gender	Enrolled	Retained	Retention Rate	DI Clo Gap
<b>Female</b>	<b>18</b>	<b>14</b>	<b>77.8%</b>	<b>0</b>
African American				0
Asian				0
Hispanic	12	9	75.0%	0
White	Masked Data			0
Two or More	Masked Data			0
<b>Male</b>	<b>11</b>	<b>10</b>	<b>90.9%</b>	<b>0</b>
African American				0
Hispanic	10	10	100.0%	0
Pacific Islander				0
White	Masked Data			0
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>
Hispanic	Masked Data			0
White				0
<b>Total</b>	<b>33</b>	<b>27</b>	<b>81.8%</b>	<b>0</b>

Gender	Enrolled	Success Rate	DI Clo Gap
<b>Female</b>	<b>18</b>	<b>12</b>	<b>66.7%</b>
African American			0
Asian			0
Hispanic	12	7	58.3%
White	Masked Data		0
Two or More	Masked Data		0
<b>Male</b>	<b>11</b>	<b>10</b>	<b>90.9%</b>
African American			0
Hispanic	10	10	100.0%
Pacific Islander			0
White	Masked Data		0
<b>Unknown</b>	<b>Masked Data</b>		<b>0</b>
Hispanic	Masked Data		0
White			0
<b>Total</b>	<b>33</b>	<b>23</b>	<b>69.7%</b>

Footnote: - The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")  
 - "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

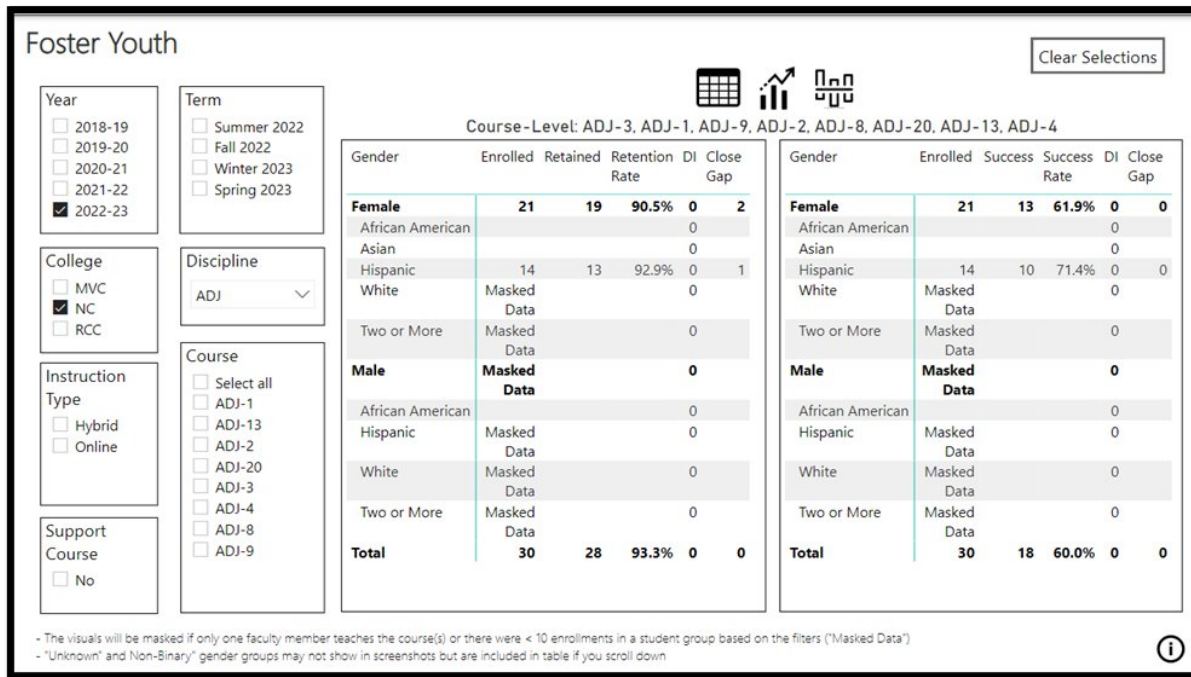
Our foster youth had a 93.3% retention rate, yet only a 60% success rate (Table 20).

Again, as stated earlier, effort needs to be made on a confidential basis, to identify our foster youth in order to ensure that the resources available to those students are utilized by those students. It is impossible for the instructor to identify if a student has a disability, or is a foster youth unless the instructor asks. Asking may lead inevitably to the unintended consequence of embarrassment or shame to that student so it is crucial that the identification of these students is completed on a confidential basis.

Recommendations for faculty would be to add language in the course syllabus that clearly identifies resources for these students, and announcements in class that allows the students to confidentially identify themselves via email, or discretely after class, so that the instructor can direct these students to the resources that they may not even be aware are available to them.

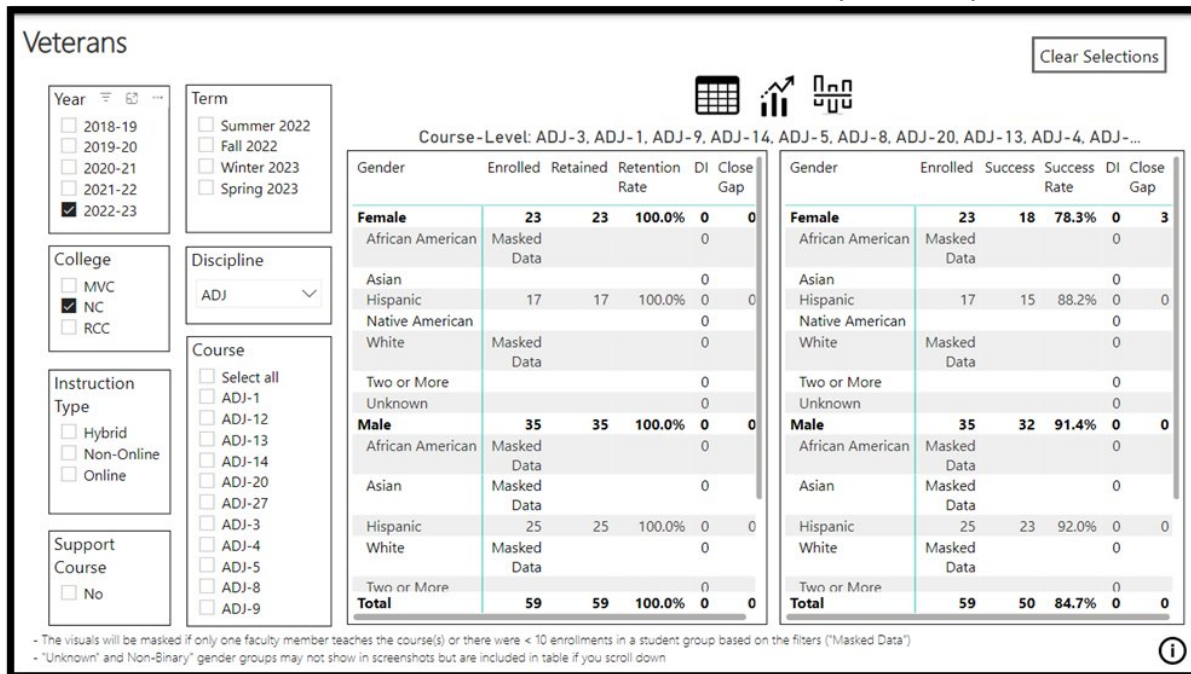
**Table 20: 2022-2023 Retention and Success Rates: ADJ Special Populations/Foster Youth**

# Data Review



Our veterans had a 100% retention rate and an 84.7% success rate (Table 21). This may be directly related to life experience, age and the fact they veterans are working adults on a mission to complete their education before benefits run out. They are driven to succeed and move into new careers.

**Table 21: 2022-2023 Retention and Success Rates: ADJ Special Populations/Veterans**



## 2018-2023 Retention and Success Rates: ADJ

As stated earlier, the overall, retention and success rates for students in Administration of Justice have been about the same at 73.6% in success over the last five years, and increasing in retention from an average of 86.1% over the last five years to 91.9% last year. Table 22 shows the changes over the last five years.

## Data Review

**Table 22: 2018-2023 Retention Rates in ADJ**

Retention Rates	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	94.3	89.4/88.6	87.1	91.5	90.6
Male	88.3	87.1/84.6	87.1	94.5	94.5
Total	92.5	89.1/86.6	87.2	92.4	91.9

\*Spring 2020 in red

**Table 23: 2018-2023 Success Rates in ADJ**

Success Rates	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	84.3	69.6/72.6	69	72	73
Male	71.2	76.9/73.4	70	78.8	75.3
Total	79.1	73.3/73.2	69.5	74.2	73.5

\*Spring 2020 in red

To further our understanding of our special populations, we looked at the data involving our special populations over the last four years and also compared them to the college's and the district's retention and success rates.

### 2018-2023 Retention and Success Rates: Special Populations

Looking at the data for our students with disabilities, foster youth, Puente, and our veterans, Tables 24-29 show the retention and success rates of our special populations. Over the last five years, our disability students' retention level was 88.4% and success rate was at 72%. Our foster youth had higher retention rates but lower success rates than our students with disabilities. Our Puente students had higher retention rates than our students with disabilities and our foster youth but the lowest success rates among the special populations we looked at. Our veterans had the highest retention and success rates among the four special populations. Compared to the college and the district rates, our ADJ program had higher retention and success rates for the last five years except for our Puente students.

Similarly to our students with disabilities, foster youth, and veterans, our Puente students need to be identified in order to ensure that the resources available to the students actually reach the Puente students. The instructor has no way of identifying a Puente student and should create a method of confidentially identifying these students. This can be accomplished by either language on the syllabus with instructions to email the instructor, or announcements in class requesting an email from the student so that the instructor can direct the student to the resources available.

The Puente program may assist with closing the equity gap for our English language learners providing our students are aware that Puente even exists. The Puente counselors not only serve as mentors they provide academic, personal, and career advice in order to prepare our students to transfer to a four-year college our university, and help students choose the right major/career.

**Table 24: 2018-2023 Retention and Success Rates: Special Populations**

2018-2023	Disability			Foster Youth			Puente			Veterans		
	ADJ	NC	RCCD	ADJ	NC	RCCD	ADJ	NC	RCCD	ADJ	NC	RCCD
Retention	88.4	83.6	84.4	89.2	80.1	79.3	90	88.8	86.8	94.7	87.2	86.7
Success	72	69.2	68.1	59.1	57.7	53.2	55	72.5	70.7	81.6	71.8	70.6

**Table 25: 2018-2023 Retention and Success Rates: Special Populations/Disability**

Disability
Clear Selections

**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2020

Course-Level: ADJ-3, ADJ-1, ADJ-9, ADJ-2, ADJ-14, ADJ-5, ADJ-8, ADJ-20, ADJ-13, ADJ-4, ADJ-12, AD...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>138</b>	<b>122</b>	<b>88.4%</b>	<b>0</b>	<b>0</b>
African American	10	10	100.0%	0	0
Asian	Masked Data			0	0
Hispanic	86	76	88.4%	0	0
White	34	30	88.2%	0	0
Two or More	Masked Data			0	0
<b>Male</b>	<b>64</b>	<b>57</b>	<b>89.1%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	0
Hispanic	45	42	93.3%	0	0
Pacific Islander				0	0
White	17	13	76.5%	0	0
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	<b>0</b>
Hispanic	Masked Data			0	0
White	Masked Data			0	0
<b>Total</b>	<b>207</b>	<b>183</b>	<b>88.4%</b>	<b>0</b>	<b>0</b>

Gender	Enrolled	Success Rate	Success Rate	DI	Close Gap
<b>Female</b>	<b>138</b>	<b>102</b>	<b>73.9%</b>	<b>0</b>	<b>0</b>
African American	10	9	90.0%	0	0
Asian	Masked Data			0	0
Hispanic	86	59	68.6%	0	0
White	34	30	88.2%	0	0
Two or More	Masked Data			0	0
<b>Male</b>	<b>64</b>	<b>45</b>	<b>70.3%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	0
Hispanic	45	34	75.6%	0	0
Pacific Islander				0	0
White	17	9	52.9%	0	0
<b>Unknown</b>	<b>Masked Data</b>			<b>0</b>	<b>0</b>
Hispanic	Masked Data			0	0
White	Masked Data			0	0
<b>Total</b>	<b>207</b>	<b>149</b>	<b>72.0%</b>	<b>0</b>	<b>0</b>

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and "Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

**Table 26: 2018-2023 Retention and Success Rates: Special Populations/Foster Youth**

Foster Youth
Clear Selections

**Year**

 2018-19  
 2019-20  
 2020-21  
 2021-22  
 2022-23

**Term**

 Summer 2018  
 Fall 2018  
 Winter 2019  
 Spring 2019  
 Summer 2019  
 Fall 2020

Course-Level: ADJ-3, ADJ-1, ADJ-9, ADJ-2, ADJ-14, ADJ-5, ADJ-8, ADJ-20, ADJ-13, ADJ-4, ADJ-12

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>65</b>	<b>58</b>	<b>89.2%</b>	<b>0</b>	<b>1</b>
African American	Masked Data			0	0
Asian	Masked Data			0	0
Hispanic	45	39	86.7%	0	3
White	10	9	90.0%	0	0
Two or More	Masked Data			0	0
<b>Male</b>	<b>28</b>	<b>25</b>	<b>89.3%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	0
Hispanic	22	20	90.9%	0	0
White	Masked Data			0	0
Two or More	Masked Data			0	0
<b>Total</b>	<b>93</b>	<b>83</b>	<b>89.2%</b>	<b>0</b>	<b>0</b>

Gender	Enrolled	Success Rate	Success Rate	DI	Close Gap
<b>Female</b>	<b>65</b>	<b>39</b>	<b>60.0%</b>	<b>0</b>	<b>0</b>
African American	Masked Data			0	0
Asian	Masked Data			0	0
Hispanic	45	27	60.0%	0	0
White	10	6	60.0%	0	0
Two or More	Masked Data			0	0
<b>Male</b>	<b>28</b>	<b>16</b>	<b>57.1%</b>	<b>0</b>	<b>1</b>
African American	Masked Data			0	0
Hispanic	22	14	63.6%	0	0
White	Masked Data			0	0
Two or More	Masked Data			0	0
<b>Total</b>	<b>93</b>	<b>55</b>	<b>59.1%</b>	<b>0</b>	<b>0</b>

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and "Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

**Table 27: 2018-2023 Retention and Success Rates: Special Populations/Puente Program**

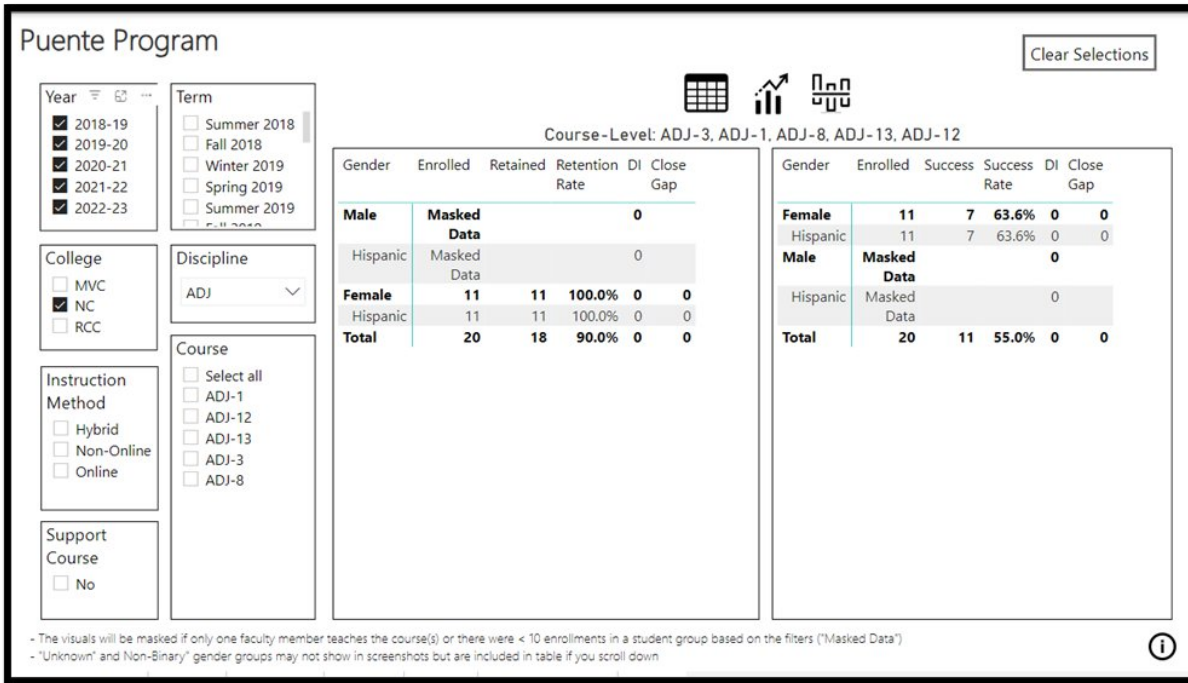


Table 28: 2018-2023 Retention and Success Rates: Special Populations/Veterans

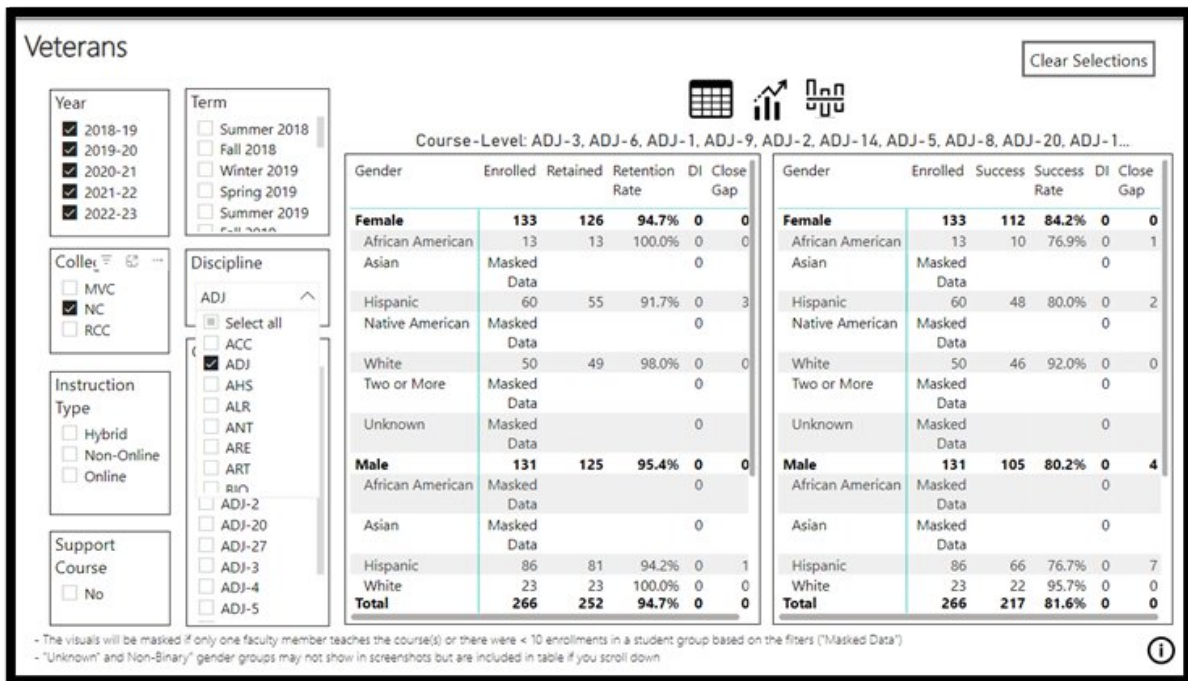
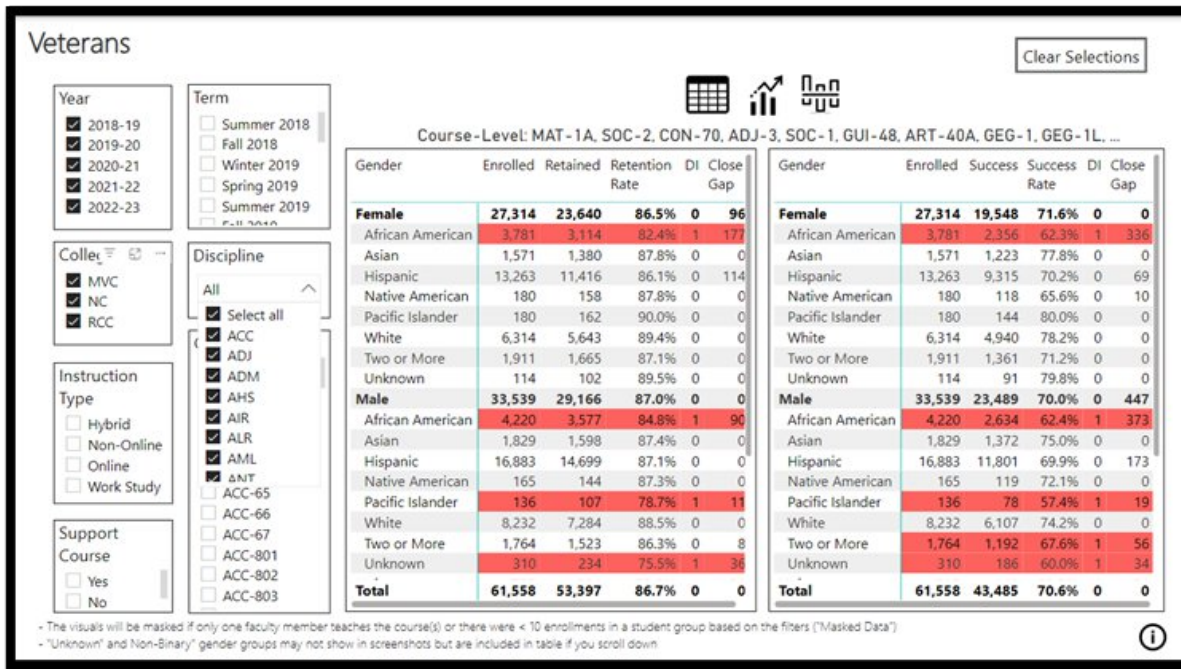


Table 29: 2018-2023 District Retention and Success Rates: District Special Populations/Vets.



### Program Awards

The number of students who have completed a degree or certificate in Administration of Justice program almost doubled from 19-20 to 21-22 but dropped back to pre-COVID numbers in 2022-2023 (Table 30). These numbers on their face represent a decline or a flat growth since 2020. However, our numbers continue to grow which could lead us to believe that last year's program degrees and certificates are a result of post-COVID low enrollments 2020-2022, and district COVID restrictions which limited many of our students to finish their degrees in a timely manner.

Another possibility is the number of students we are serving from MVC and RCC who were taking our courses not offered during the last three years consistently at the other colleges to meet their educational plans, and earn their degrees through their home college.

A final possibility incorporates the needs of our students. There is no doubt that COVID changed the lives of everyone including our students who now have other financial and family priorities to attend to, placing their education on hold or extending the time it is taking to earn their degree.

This is an area we need to watch carefully. With the number of students with ADJ as their program of study and the number of students taking ADJ courses, there is an expectation that program award number will grow exponentially in the next few years.

**Table 30: ADJ Program Awards**

## Data Review

**Program Awards**

Office of Institutional Effectiveness  
NORCO COLLEGE

Program Title

Search

Select all

3D Game Modeling and ...

3D Mechanical Drafting

Administration & Inform...

Administration of Justice

Anthropology

Apprenticeship: Manufa...

Art History

Automated Systems Tec...

Beginning American Coll...

Biology

Business Administration

Business Administration ...

Business Administration:...

Business Administration:...

Business Administration:...

Business Administration:...

**Degrees**

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
<b>Female</b>	17	16	24	29	16	102
American Indian or Alaska Native				1		1
Asian			1			1
Black or African American		1		1	1	3
Hispanic/Latino	14	14	18	17	10	73
Two or More Races	1		1		1	3
Unknown/Unreported		1				1
White	2		4	10	4	20
<b>Male</b>	5	15	13	20	16	69
Asian		1	2	2		5
Black or African American		1	1	1	1	4
Hispanic/Latino	3	8	9	11	11	42
Two or More Races		1		1	1	3
White	2	4	1	5	3	15
<b>Total</b>	<b>22</b>	<b>31</b>	<b>37</b>	<b>49</b>	<b>32</b>	<b>171</b>

**Certificates**

Gender x Ethnicity	20-21	Total
<b>Female</b>	1	1
Hispanic/Latino	1	1
<b>Total</b>	<b>1</b>	<b>1</b>

### Student Educational Plan

As depicted by the data in Table 31, there is great concern over the number of students that do not have an educational plan in place. With the number of counselors and new counselor positions over the last several years, I would expect to see that our students are getting the counseling services they need to complete their educational endeavors at Norco College and proceed into the workforce or further postsecondary education. Whether this is a direct reflection of our counseling department, individual counselors, biases, or unfamiliarity of the program, I expect the numbers to increase now that we have a dedicated counselor for our program/school.

**Table 31: Student Educational Plan: ADJ**

Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	5.19%	2.21%	4.45%	4.01%	<b>4.05%</b>
Abbreviated Ed Plan	2.42%	3.98%	5.26%	4.72%	<b>4.13%</b>
Comprehensive Ed Plan	55.02%	32.30%	31.98%	23.11%	<b>34.49%</b>
No Ed Plan	37.37%	61.50%	58.30%	68.16%	<b>57.34%</b>

It appears that in 2022-2023, only 23% of ADJ students have a comprehensive educational plan in place. Most disturbing is that the number decreased from the prior year by almost 9% and dropped from 55% in 2019-2020. This is unacceptable.

The educational plan for our CSI students is even worse with only 8.86% having a comprehensive educational plan. When 81% of students do not have the counseling needed to navigate through our programs, we fail them as an educational institution (Table 32).

**Table 32: Student Educational Plan: CSI**

## Data Review

Student Educational Plan	2022-23	Total
Abbreviated and Comprehensive Ed Plan	1.27%	<b>1.27%</b>
Abbreviated Ed Plan	8.86%	<b>8.86%</b>
Comprehensive Ed Plan	8.86%	<b>8.86%</b>
No Ed Plan	81.01%	<b>81.01%</b>

We are failing our students if we do not understand their educational needs and help them navigate their career choices. However, since I joined Norco College, our ADJ faculty and I have made a conjoined effort to mentor our students, and help them navigate their coursework to best fit within one of the six guided pathways we offer in ADJ. Unfortunately that data has not been captured. We are also optimistic that with a dedicated counselor beginning in 2023-2024, these numbers will go up.

### College Core Indicator Information by 4-Digit TOP (2023-2024)

A final data review was done by looking at the College Core Indicators by TOP Code 2105- Administration of Justice (See attached document). According to the data provided, our current ADJ cohort enrollments are at 574 with a CTE headcount of 409.

The latest data shows that Core Indicator 1 - Postsecondary Retention and Placement shows our program performing at 98.85%, which is 7.1% higher than the district and state negotiated level. Looking at the data for English learners, single parents, individuals with disabilities, and youth in foster care, the data reveals that the ADJ program at Norco College is performing at 100% versus the negotiated district and state level of 91.75%. This data is in stark contrast to the data provided through Nueventive.

Core Indicator 2 looks at earned postsecondary credentials. Again, our ADJ program at Norco College performed in all categories above the negotiated district and state levels. Some of our highest marks fell in the category of individuals with economically disadvantaged families.

Core Indicator 3 collects data on non-traditional program enrollments. This of course is where we scored the highest with a performance score of 27.9% higher than the district and state negotiated level within CTE students. The ADJ program also score 44% above the district and state negotiated level when it came to individuals with disabilities.

The final core indicator looked at employment. The current district and state negotiated level is 73.23. Our college's performance (ADJ) was at 96.3, 26 of 27 students that fell under this category. College performance for individuals preparing for non-traditional fields was at 90.0 or 9 of 10 students. Of the 15 individuals with economically disadvantaged families, 14 met this employment core indicator or 93.3 percent.

### Conclusion/Action Plan/Overall Program Review

I am happy with our current numbers and the continued growth of our program. With a new fulltime faculty member hired this academic year, it has opened more offerings and the ability to grow even more along with a shared workload. We will need to continue to monitor state legislation as it will also impact our program with more opportunities to grow with mandated educational requirements of future public safety employees and those entering into the law enforcement profession. We will continue to market and promote our program to grow within the six guided pathways under CTE public services, and under the emergency management umbrella with our non-credit CERT program.

## Data Review

However, there are some equity concerns that will need to be addressed in the near future beyond the discipline. The regional director of our state's accreditation body, Police Officers Standard's and Training (POST), stated at our last two advisory meetings that best practice and proper pedagogy should limit our lab component classes to 30 students. RCC adheres because of the classroom size with only 26 student desks. MVC has larger sections, but according to MVC fulltime faculty, they also have more than one instructor in the room when they are conducting lab activities. Norco College is still using the course caps set by district 30+ years ago which no longer serve our students well. Our Fall Advisory Board concurred and recommended that all three colleges have their caps changed for better student engagement and alignment with POST to 30 students. Our most recent Spring 2024 advisory board concurred that that our classes should not be more than 30 students. Currently there is an equity issue of FTEFs and workload because of caps and also an efficiency issue when caps are used and not classroom size or advisory recommendations.

Assessments were also somewhat challenging as they were submitted in two different formats. We only had 4 classes that were assessed through Canvas. Assessments are also challenging as part time faculty cannot be required to assess their courses. As our discipline grows in course offerings, more courses are being taught by part-time faculty and not full-time faculty. This can become problematic as some of the courses are not taught by full-time faculty which could lead to a course not being assessed at all which becomes an accreditation issue. At this time our part-time faculty are submitting their assessment data, however with the new requirements going through Canvas, I cannot predict what might happen. This will need to be monitored to ensure our program is meeting the requirements of the college. We/the union need to request additional funding for part-time faculty beyond the negotiated three hours to conduct assessments. We need funding for part time and fulltime faculty to meet and engage in the review the data as a discipline to truly assess our program. This element is missing.

### In closing

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, full-time 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 at least one gap exists with our Puente students.

Our ADJ faculty 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 our ADJ program 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.
- 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.

## Data Review

- 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 over the course of the next five years.
- 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.

Lastly, while not a direct part of the program review process, I see credit for prior learning (CPL) as a staple for bringing working adults in public safety back to school to earn a degree. As the state moves forward with CPL, we should be embracing the idea of offering CPL to our public safety professionals as recommended in 2023 by the ADJ CPL Statewide workgroup. Currently MVC does not agree with the recommendation as they offer non-transferable units for Riverside County Sheriffs Department's academy graduates. RCC ADJ faculty also voted against CPL for police academy graduates. We are doing a disservice to our region when we do not recognize the credentials earned by police and correctional officers within the state for the academy training after the state's convening workgroup has made the recommendation and other colleges throughout the state have already adopted it through CPL. I can only hope that in the near future the other two colleges embrace these recommendations and give credit where credit is due and meet the requirements of Title V, the state's Chancellor's Office, and the district's policy on CPL.

## Disaggregated Student Subgroups

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**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?** There are no current equity gaps in our program. However, this does not mean we will stop ensuring that all our students succeed and will monitor this data yearly.

## Data Review

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

A few concerns did arise among our special populations, especially our Puente students. The low success rate is of concern. We did realize that we only had a small number of Puente students in our program and that alone could be an outlier, however, we did not want to leave any stone unturned.

**Please add any relevant documents here.**

[Core Indicators.pdf](#)

2025 Update

## Overall Trends

**Please add any relevant documents here.**

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

### 2024-2025 Update

#### Preamble:

Our program continues to flourish with a continuous increase in student enrollment (Table 2). New numbers for 2023-2024 show a 15% increase in student enrollment numbers. ADJ also continues to grow with its course offerings in different teaching modalities. After looking at the data, the significant changes within the program included increases in students taking our classes, success and retention numbers, and awards.

State legislation (AB89) approved by the Governor on 9/30/2021, requires the State's Chancellor's Office to develop a modern policing degree program by 2025 and to provide financial assistance to those from disadvantaged communities pursuing law enforcement degrees. When SB 1122 died on the floor in October, we immediately submitted through Curriculum our Modern Policing degree which went through the process and accepted through COCI and a new degree program. This new degree aligns well with our guided pathways.

#### Programs of Study:

As stated above, our student enrollment numbers continue to climb.

**Table 2: Student Enrollment Numbers**

	2020-2021	2021-2022	2022-2023	2023-2024
Female	497	515	649	750
Male	287	292	381	434
Total (Includes masked data)	786	814	1043	1193

#### Retention and Success Rates:

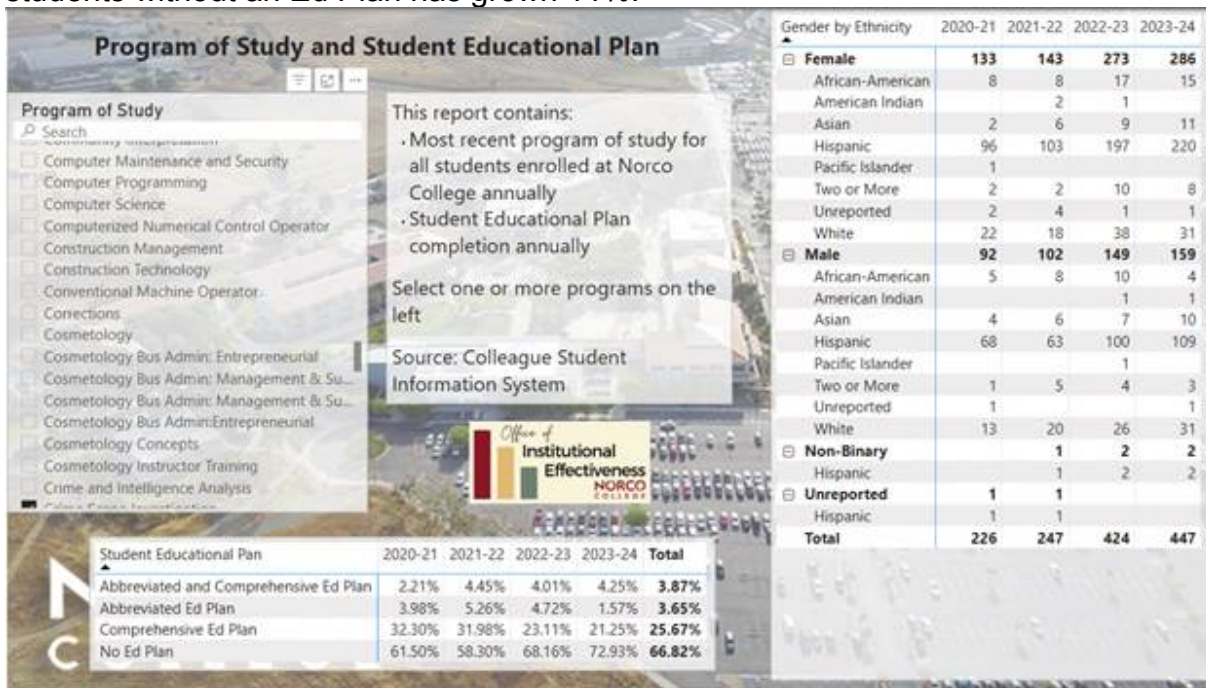
Retention rates remain high at 92.5%, and success rates have increased from 73.5 to 76.9%.

However, we do show an equity gap among our African American students in our online courses. In the last year success rates among this group dropped 15%, however our time series success rates show no equity gaps and the data is too small to determine if it is one specific online course or more than one. This is an area we need to monitor to see if it is an outlier or truly a gap we need to address. Our veterans, foster youth, disability and Puente students all show regular retention and success rates.

#### Program of Study and Student Educational Plans:

## Data Review

While students enrolling in our program of study continues to rise at a steady pace, there is a deep concern that our students are not receiving the counseling or Ed Plan to help them succeed. Last year, only 27% of our students had some form of Ed Plan which left just under 73% without one, and this continues to be a deficiency on the part of our counseling department. Since 2020-2021 our students without an Ed Plan has grown 11%.



## Program Awards:

Our program awards remained the same at 32 for the last two years with a total of 181 over the last five years. With the new certificates and degrees approved this year through curriculum, I anticipate the numbers will increase.

**Action Plan/Overall Program Review:** I am happy with our current numbers and the continued growth of our program. With a new faculty member coming on board in Fall 2025, it will open more offerings and the ability to grow even more along with a shared workload. We will continue to market and promote our program to grow within the six guided pathways under CTE public services, and under the emergency management umbrella with our non-credit CERT program.

However, there are some equity concerns that will need to be addressed in the near future beyond the discipline. The regional director of our state's accreditation body, Police Officers Standard's and Training (POST), stated at our last two advisory meetings that best practice and proper pedagogy should limit our lab component classes to 30 students. RCC adheres because of the classroom size with only 26 student desks. MVC has larger sections of ADJ-lab courses but they also have more than one instructor in the room when they are conducting lab activities. Norco College is still looking at the course caps set by district 20+ years ago which no longer serve our students well. Our Spring Advisory Board concurred and recommended that all three colleges have their caps changed for better student engagement and alignment with POST to 30 students.

There is also a concern regarding assessments. Part time faculty cannot be required to assess their courses, however as our discipline grows, more courses are being taught by part-time faculty and not full-time faculty. This can become problematic as some of the courses are not taught by full-time faculty, which could lead to a course not being assessed which becomes an accreditation issue. At this time our part-time faculty are submitting their assessment data, however with the new requirements going through Canvas, I cannot predict what might happen. This will need to be monitored to ensure our program is meeting the requirements of the college. We may need to

## Data Review

request additional funding for part-time faculty beyond the negotiated three hours to conduct assessments and review the data as a discipline to truly assess our program.

## Goals UPDATE:

### **EMP Goal 1: Access & Expand**

2025 UPDATE – The ADJ program continues to grow with enrolled students and course offerings.

### **EMP Goal 2: Guided Pathways**

2025 UPDATE – We have successfully strengthened our guided pathways with the addition of three new degree programs and one new certificate. These will all be available in the 2025-2026 catalog. We have also been granted inclusion in the pathways to law school program which will allow our students a well-developed pathway into the field of law.

### **EMP Goal 3: Reduce working poverty and ...**

2025 UPDATE – We continue to market our program to the community and our underrepresented student population through the use of CAP hours.

### **EMP Goal 4: Regional Development/Partnerships**

2025 UPDATE – With the use of advisory boards, collaboration with industry partners, and updates to the community through the Chamber of Commerce and other programs such as dual enrollment, we remain a staple in our region as a premier program in ADJ. We are also actively offering credit for prior learning (CPL) to those in public safety which is bringing a new student population of working adults into our program.

### **EMP Goal : Regional College of Choice**

2025 UPDATE – With our 3 new degrees and one new certificate, and our innovative teaching modalities we are growing which supports our program being one of choice for the community. We are also actively offering credit for prior learning (CPL) to those in public safety which is bringing a new student population of working adults into our program.

### **EMP Goal: Professional Development**

**2025 UPDATE - This year over 150 hours of professional development has been recorded including over 75 being equity related. Professional Development activities for this last academic year have included:**

- Preventing Harassment and Discrimination
- CCCCIO Conference Fall 2024
- Public Safety Regional Joint Venture Update Fall 2024/Spring 2025
- CCC Online Teaching Conference Summer 2024/Summer 2025
- IEDRC Annual Planning Retreat
- CCCAOE Fall and Spring Conference
- ASCCC Curriculum Institute
- ASCCC Fall and Spring Plenary
- POST Symposium
- CCCAOE Policy Summit
- IEDRC Regional Meetings

### **2025 UPDATE Conferences requested for 2023-2024**

- American Criminal Justice Sciences (ACJS) Mar/2026
- Western Association of Criminal Justice (WACJ) Oct/2025
- CERT National Conference, Jun/July 2026

## Data Review

- CCC Online Teaching Conference, Jun/2025
- CCCAOE Fall and Spring Conferences, Oct/2025 and Apr/2026
- International Association of Emergency Managers (IAEM) Nov/2025
- International Association of Crime Analysts (IACA) Sep/2025
- ASCCC Curriculum Institute and Plenaries (3) 2025/2026

## 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?

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?

Please add any relevant documents here.

2026 Update

## Overall Trends

Please add any relevant documents here.

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

### 2025-2026 Preamble:

Our program continues to flourish with a continuous increase in student enrollment (Table 2). New numbers for 2025-2026 show an 8% increase in student enrollment numbers. ADJ also continues to grow with its course offerings in different teaching modalities. After looking at the data, the significant changes within the program included increases in students taking our classes, success and retention numbers, and awards.

State legislation (AB992 and SB 385) approved by the Governor on 10/1/2025, requires all police officers in the state beginning January 1, 2031 to earn an associates degree in Modern Policing, any associates degree, a Bachelors degree or a certificate in modern policing degree. We currently have the multi-discipline associates degree in modern policing and were just approved through our advisory board to develop the certificate in Modern Policing to meet the states educational requirements. All of our degrees and certificates aligns well with our guided pathways and afford our students to leave with the knowledge, skills and abilities to meet the workforce needs of the state and earn a livable wage.

Major and minor modifications have been completed on all ADJ courses in the last two years except for ADJ-12, ADJ-14 and ADJ 200 which will be complete before June 5, 2026. New curriculum request for distant education will also be completed for ADJ-2 and ADJ-150.

### Programs of Study:

As stated above, our student enrollment numbers continue to climb.

**Table 2:** Student Enrollment Numbers

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Female	497	515	649	750	784
Male	287	292	381	434	471
Total (Includes masked	786	814	1043	1193	1264

## Data Review

data)					
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### Retention and Success Rates:

Retention rates remain high at 93.4%, and success rates dropped slightly from 76.9% to 75.5%. However, we do show an equity gap among our white male students in our online courses. In the last year success rates among this group dropped below 50%, however our time series success rates show no equity gaps and the data is too small to determine if it is one specific online course or more than one. This is an area we need to monitor to see if it is an outlier or truly a gap we need to address. Our veterans, foster youth, disability and Puente students all show regular retention and success rates.

# Retention Rates by Discipline & Course Disaggregated by Race



**Year**

2020-21

2021-22

2022-23

2023-24

2024-25

**Term**

Summer 2024

Fall 2024

Winter 2025

Spring 2025

**College**

MVC

NC

RCC

**Discipline**

ADJ ▼

**Instruction Type**

Hybrid

Non-Online

Online

**Course**

Select all

ADJ-1

ADJ-12

ADJ-13

ADJ-14

ADJ-19

**Support Course**

No

**# Weeks**

All ▼

**Discipline-Level: ADJ**

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
<b>Female</b>	<b>784</b>	<b>733</b>	<b>93.5%</b>	<b>0</b>	<b>0</b>
African American	47	44	93.6%	0	0
Asian	68	65	95.6%	0	0
Hispanic	523	491	93.9%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
White	105	93	88.6%	0	6
Two or More	31	30	96.8%	0	0
Unknown	Masked Data			0	
<b>Male</b>	<b>471</b>	<b>439</b>	<b>93.2%</b>	<b>0</b>	<b>2</b>
African American	26	25	96.2%	0	0
Asian	52	48	92.3%	0	1
Hispanic	296	276	93.2%	0	1
Native American	Masked Data			0	
Pacific Islander				0	
White	77	72	93.5%	0	0
Two or More	13	12	92.3%	0	1
Unknown	Masked Data			0	
<b>Non-Binary</b>	<b>Masked Data</b>			<b>0</b>	
Asian				0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Two or More	Masked Data			0	
<b>Total</b>	<b>1,264</b>	<b>1,181</b>	<b>93.4%</b>	<b>0</b>	<b>0</b>

# Success Rates by Discipline & Course Disaggregated by Race



**Year**

 2020-21  
 2021-22  
 2022-23  
 2023-24  
 2024-25

**Term**

 Summer 2024  
 Fall 2024  
 Winter 2025  
 Spring 2025

**College**

 MVC  
 NC  
 RCC

**Discipline**

ADJ

**Instruction Type**

 Hybrid  
 Non-Online  
 Online

**Course**

 Select all  
 ADJ-1  
 ADJ-12  
 ADJ-13  
 ADJ-14  
 ADJ-19

**Support Course**

 No

**# Weeks**

All

Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>784</b>	<b>600</b>	<b>76.5%</b>	<b>0</b>	<b>0</b>
African American	47	33	70.2%	0	3
Asian	68	57	83.8%	0	0
Hispanic	523	407	77.8%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
White	105	72	68.6%	0	8
Two or More	31	23	74.2%	0	1
Unknown	Masked Data			0	
<b>Male</b>	<b>471</b>	<b>346</b>	<b>73.5%</b>	<b>0</b>	<b>16</b>
African American	26	17	65.4%	0	3
Asian	52	44	84.6%	0	0
Hispanic	296	227	76.7%	0	0
Native American	Masked Data			0	
Pacific Islander				0	
White	77	44	57.1%	1	16
Two or More	13	9	69.2%	0	1
Unknown	Masked Data			0	
<b>Non-Binary</b>	<b>Masked Data</b>			<b>0</b>	
Asian				0	
<b>Total</b>	<b>1,264</b>	<b>954</b>	<b>75.5%</b>	<b>0</b>	<b>0</b>

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based

## Program of Study and Student Educational Plans:

While students enrolling in our program of study continues to rise at a steady pace, there is a deep concern that our students are not receiving the counseling or Ed Plan to help them succeed. Last year, only 27% of our students had some form of Ed Plan which left just under 73% without one, and this continues to be a deficiency on the part of our college and counseling department. Since 2020-2021 our students without an Ed Plan has grown 11%.

## Data Review

### Program of Study and Student Educational Plan

**Program of Study**

Search

- Telecommunications: Basic Television Producti...
- Theatre Arts
- Transcriptionist/Health Documentation Specia...
- Transfer Studies: CSU General Education
- Transfer Studies: UC Certification
- Unknown
- Victim Services Aide
- Visual Communications - Illustration
- Vocational Nursing
- Web Master - Web Designer
- Web Master - Web Developer
- Welding Technology
- Welding Technology: Stick Welding (SMAW)
- Welding Technology: TIG Welding (GTAW)
- Welding Technology: Wire Welding (FCAW, G...
- Workplace Essentials
- Zero Net Energy

This report contains:

- Most recent program of study for all students enrolled at Norco College annually
- Student Educational Plan completion annually

Select one or more programs on the left

Source: Colleague Student Information System

Gender by Ethnicity	2021-22	2022-23	2023-24	2024-25
<b>Female</b>	<b>147</b>	<b>281</b>	<b>298</b>	<b>356</b>
African-American	8	17	15	20
American Indian	2	1		1
Asian	6	9	11	17
Hispanic	107	204	232	271
Pacific Islander		1		
Two or More	2	10	8	10
Unreported	4	1	1	3
White	18	38	31	34
<b>Male</b>	<b>104</b>	<b>157</b>	<b>166</b>	<b>225</b>
African-American	8	11	6	9
American Indian		1	1	1
Asian	6	7	11	13
Hispanic	65	105	111	156
Pacific Islander		1		
Two or More	5	4	3	8
Unreported			1	3
White	20	28	33	35
<b>Non-Binary</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>6</b>
Hispanic	1	2	2	4
Two or More				1
White				1
<b>Unreported</b>	<b>1</b>			
Hispanic	1			
<b>Total</b>	<b>253</b>	<b>440</b>	<b>466</b>	<b>587</b>

Student Educational Plan	2021-22	2022-23	2023-24	2024-25	Total
Abbreviated and Comprehensive Ed Plan	4.35%	3.86%	4.29%	2.21%	<b>3.49%</b>
Abbreviated Ed Plan	5.93%	5.00%	1.50%	3.07%	<b>3.55%</b>
Comprehensive Ed Plan	31.23%	22.50%	20.82%	21.98%	<b>23.14%</b>
No Ed Plan	58.50%	68.64%	73.39%	72.74%	<b>69.82%</b>

## Program Awards:

Our program awards increased last year by 19% with a total of 188 over the last five years. With the new certificates and degrees approved last through curriculum, I anticipate the numbers will increase.

### Program Awards

Program Title: Multiple selections

Source: Chance

Gender x Ethnicity	20-21	21-22	22-23	23-24	24-25	Total
<b>Female</b>	<b>24</b>	<b>29</b>	<b>16</b>	<b>21</b>	<b>20</b>	<b>110</b>
American Indian or Alaska Native		1				1
Asian	1			1	3	5
Black or African American		1	1			2
Hispanic/Latino	18	17	10	17	14	76
Two or More Races	1		1	1		3
Unknown/Unreported				1		1
White	4	10	4	1	3	22
<b>Male</b>	<b>13</b>	<b>20</b>	<b>16</b>	<b>11</b>	<b>18</b>	<b>78</b>
Asian	2	2			2	6
Black or African American	1	1	1			3
Hispanic/Latino	9	11	11	9	12	52
Two or More Races		1	1		1	3
White	1	5	3	2	3	14
<b>Total</b>	<b>37</b>	<b>49</b>	<b>32</b>	<b>32</b>	<b>38</b>	<b>188</b>

Gender x Ethnicity	20-21	23-24	24-25	Total
<b>Female</b>	<b>1</b>	<b>5</b>	<b>6</b>	
Hispanic/Latino	1		5	6
<b>Male</b>		<b>2</b>	<b>2</b>	<b>4</b>
Asian		1		1
Hispanic/Latino		1	2	3
<b>Total</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>10</b>

## Action Plan/Overall Program Review:

ADJ Faculty are happy with our current numbers and the continued growth of our program. With another full time faculty member coming on board in Fall 2025, it has open more offerings and the ability to grow even more along with a shared workload. We will continue to market and promote our program to grow within the six guided pathways under CTE public services, and under the emergency management umbrella with our non-credit CERT program. We will also be pursuing another degree in Forensic Studies and submitting through curriculum no later than June 5, 2026. However, there continue to be some equity concerns that will need to be addressed in the near future beyond the discipline. The regional director of our state's accreditation body, Police Officers

## Data Review

Standard's and Training (POST), stated in previous advisory meetings that best practice and proper pedagogy should limit our lab component classes to 30 students. RCC adheres because of the classroom size with only 26 student desks. MVC has larger sections of ADJ-lab courses but they also have more than one instructor in the room when they are conducting lab activities. Norco College is still looking at the course caps set by district 20+ years ago which no longer serve our students well. Our Spring Advisory Board concurred and recommended that all three colleges have their caps changed for better student engagement and alignment with POST to 30 students. Our discipline continues to demonstrate a strong, collective commitment to student learning and educational excellence. Both full-time and part-time faculty are fully invested in assessing all courses they teach, ensuring every Student Learning Outcome is systematically reviewed and used to strengthen instruction. As our program grows and more courses are taught by part-time faculty, our team has risen to the occasion, engaging collaboratively, sharing assessment practices, and supporting one another to maintain consistent, high-quality evaluation across the curriculum. This shared effort has created a reliable and unified assessment culture, one in which every faculty member contributes to meeting the college's accreditation expectations and to improving student learning. Our ongoing coordination, open communication, and shared responsibility for assessment demonstrate how well we work together as a discipline to ensure our students receive the strongest educational experience possible.

## Disaggregated Student Subgroups

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**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?**

We have one equity gap that will need to be monitored. Our white males have dropped below a success rate of 50% in our online courses. This is the only equity gap we found this year while reviewing our success and retention rates.

**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?**

There are no concerning trends. The previous equity gaps we had have been rectified. The new one this year may be an outlier, but it is too soon to tell and not enough data to render an action plan.

**Please add any relevant documents here.**

# Program/Unit Goals

## Access and Expand

### Program/Unit Goal

Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1)

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

Enrollment has increased from 613 to 1043 since 2019. Retention rates are at 91.9%, and success rates have slightly improved from 73.1% in 2020 to 73.5% in 2023. As shown earlier in Data review, the ADJ program has higher success and retention rates compared to Norco College and the district. Each year we review, revise, and write curriculum to continue to grow the program, expand course offerings and continue to develop curricula, lessons, and assessments that are aligned with the core curricula already listed within our discipline. We review our fill rates and change classes accordingly to build our classes to 100% efficiency. We offer dual enrollment classes. We offer different teaching modalities to meet our student's needs.

Completion of articulations within MAP for veterans who worked within in Public Safety. As these military articulations are approved, it will draw more veteran students into our discipline.

We have developed six guided pathways and teh educational plan that go along with them 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.

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

Goal No. 1.1 - 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 our discipline to validate that more FTES should be dedicated to the ADJ program. We are offering a variety of courses in multiple modalities to meet our student needs.

Goal No. 1.2 - 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. 1.3 - ADJ faculty will promote and offer classes in our dual enrollment programs, prison program, and use our military articulations to solicit veterans into our program.

Goal No. 1.4 - 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. 1.5 - Continue to 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. 1.6 – Continue to develop a state of the art simulation crime lab for students to participate in experiential learning.

Goal No. 1.7 - Implement CPL within ADJ and offer public safety professionals CPL for their POST and CPOST credentials and work experience. Conitnue to work with veterans interested in public safety.

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. Assessment data can be found in Success and Retention Data.

### Please add any relevant documents here.

[Guided Pathways 2024.pdf](#)

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of

## Program/Unit Goals

programs that prepare students for the future and meet employer workforce needs. (✓)

### Guided Pathways

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#### Program/Unit Goal

Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2)

#### Goal Cycle

2024 - 2027

#### 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. Guided pathways were developed outlining 6 different pathways that encompass our current ADJ courses. The second page of our developed 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.

Having guided pathways within ADJ in printed form to give students and counseling will only enhance our program. Mentoring students on the guided pathways within our discipline, and suggest an ed plan with courses that work best within their professional endeavors will help our students navigate through their tenure here at Norco College is the shortest period of time possible.

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

By having published guided pathways, it will give students the necessary information to create their educational plan and take the correct classes to graduate with a degree or certificate in a timely manner, leading into careers within our justice system that meet and exceed livable wages.

Goal No. 2.1 - 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. 2.2 - 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. 2.3 – 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.

**Please add any relevant documents here.**

[Guided Pathways 2024.pdf](#)

### Mapping

Educational Master Plan (2020-2025): undefined

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

EMP-Objectives (2025-2030): undefined

## Program/Unit Goals

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)

### Progress and Evidence

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#### Evidence Date

03/13/2024

**What progress have you made toward this goal?**

**How do you measure your progress?**

**Discuss your evidence/results.**

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

See data review and attached document.

**Is there a resource request associated with this Goal?**

**If yes, please provide a short description.**

**Please add any relevant documents here.**

[Guided Pathways 2024.pdf](#)

## Reduce working poverty and skills gap

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### Program/Unit Goal

Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5)

#### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

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

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.

## Program/Unit Goals

Maintaining a variety of instructional modalities in hopes of keeping our current students and bringing in other students that would not otherwise be able to attend school because of other commitments.

We also maintain several copies of textbooks and other resources in the library for students to use that would not otherwise have the funding to purchase them themselves.

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.

According to the 2023-2024 College Core Indicator Information, under Post-secondary retention and placement, college performance in ADJ is at 98.85%, 7.1% above the negotiated district and state level, and at 97.87% percent among individuals with economically disadvantaged families, 6.1% above district and state levels.

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

#### Equity

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. 3.1 - 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. Class sizes continue to grow with additional courses being offered to meet workforce needs and reduce poverty and skills gaps.

Goal No. 3.2 – 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. 3.3 – Collaborate among the ADJ faculty at Norco College to determine where deficiencies lie within our program.

Goal No. 3.4 – 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. 3.5 – 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.

#### Skills Gap

Thousands of jobs are becoming available and 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. 3.6 – 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. 3.7– Increase FTES in the ADJ Program to get students through our program at a faster rate.

Goal No. 3.8 – 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. 3.9 – Increase student achievement and success rates.

### Please add any relevant documents here.

[Core Indicators.pdf](#)

#### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

## Program/Unit Goals

EMP-Objectives (2025-2030): undefined

- **Goal 2: Success** : Implement Guided Pathways framework (✓)
- **Goal 3: Equity** : Close all student equity gaps (✓)
- **Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)

## Regional Development/Partnerships

### Program/Unit Goal

Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6)

### Goal Cycle

2024 - 2027

### 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. Implemented curriculum and course offerings in Community Emergency Response Team (CERT).

Our faculty has also developed partnerships with our local agencies with internships, externships, job fairs, and pre-employment skills workshops and training.

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

Goal No. 4.1 – 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. 4.2 – 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. 4.3 – 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. 4.4– Providing workshops for students to improve the necessary skills to become employable in the many areas within public safety.

Goal No. 4.5 – Expand on the internship programs and develop a pipeline into explorer and cadet programs, volunteer services and community emergency response workers.

Goal No. 4.6 – 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) A new Community Emergency Response Team (CERT) Program was implemented in Fall 2022 to not only “train and retain” NC employees since they are all disaster service workers, but to also bridge the college with the local and regional communities to get residents disaster prepared.

Goal No. 4.7 - Participate in local and regional health and safety fairs.

Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): undefined

- **2030 Goal 6: (Community Partnerships)** : Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of

## Program/Unit Goals

programs that prepare students for the future and meet employer workforce needs. (✓)

EMP-Objectives (2025-2030): *undefined*

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)
- **Goal 6: Effectiveness, Planning, and Governance:** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college (✓)

## Regional College of Choice for ADJ

### Program/Unit Goal

Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7).

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

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

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

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

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

ADJ Faculty continue to write grants for funding. Through these grants the ADJ program has been able to purchase laboratory equipment and inventory to meet or exceed state and federal safety requirements and current industry standards which are unavailable in comparable college programs.

ADJ faculty will continue to develop curricula for various modalities such as full semester face to face, 8-week course offerings, hybrids and distant education to increase FTES.

ADJ Faculty will continue to promote and offer classes in our dual enrollment programs, prison program, and use our military articulations to solicit veterans into our program along with the hopes of offering CPL in future years to working adults.

We have ensured we have the materials, equipment and supplies needed for lab courses to ensure students are gaining the best education possible that will give them the skill sets to get in-demand employment in any of the ADJ guided pathways.

Ensure faculty continue to develop themselves in their respective subject matter areas and in multiple teaching modalities and pedagogy.

## Program/Unit Goals

We finalized 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).

We have also secured a partnership with Corona PD where students will be given the opportunity to participate as volunteer and/or paid interns with the opportunity for part-time and/or full-time employment in public safety.

### **What are your plans (3-year) regarding this goal?**

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

Goal No. 5.1 - 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. 5.2 - Increase success rates by evaluating our curricula, assessment data, student equity issues, and needs of the industry.

Goal No. 5.3 – Expand and Improve ADJ program certificate offerings to make them all state approved to best benefit both students and employers/community partners.

Goal No. 5.4 – 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. 5.5 – 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 versus the current less than 10% students qualify for with the current certificate offering.

Goal No. 5.6 – 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. 5.7 – Continue to work with our industry partners to provide the most robust ADJ program in the region.

Goal No. 5.8 – Expand our programs acquisition of instructional materials and equipment to give our students more experiential training.

Goal No. 5.9 - 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

Goal No. 5.10 - Continue to develop curricula for various modalities such as full semester face to face, 8-week course offerings, hybrids and distant education to increase FTES. Ensure all curricula is approved, major/minor modifications are complete, and assessments are done for any and all modalities.

Goal No. 5.11 - Promote and offer classes in our dual enrollment programs, prison program, and use our military articulations to solicit veterans into our program.

Goal No. 5.12 - Expanded our dual enrollment program to include high schools from both Corona Norco USD and Jurupa Valley.

Goal No. 5.13 - Hoping to get back into the prison program with ADJ-9 Law in American Society. More Military articulation approvals and CPL for working adults in public safety.

Goal No. 5.14 - Work with ROPs and approve articulation agreement in three of our course offerings with Baldy View ROP.

Goal No. 5.15 - Offer CPL to our law enforcement professionals and veterans.

Goal No. 5.16 - Develop a state of the art simulation crime lab for students to participate in experiential learning. We have secured another \$25,000 in equipment and supplies to further expand our program and make us the regional choice for experiential learning. We have also moved into STEM 302 for larger work space and the ability to perform hands-on activities in the outdoors and lab settings.

## Program/Unit Goals

Goal No. 5.17 - Process through curriculum two new degrees/certificates, one in corrections and one in Law, Public Policy and Society which is being marketed as the pathway to law school.

Please add any relevant documents here.

### Mapping

Educational Master Plan (2020-2025): undefined

- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

EMP-Objectives (2025-2030): undefined

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)
- **Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)

### Professional Development

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#### Program/Unit Goal

Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4)

#### Goal Cycle

2024 - 2027

#### 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: the National Criminal Justice Association, Western Association of Criminal Justice, Academy of Criminal Justice Sciences, and 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. In past years, conferences attended included:

- CCCAOE Spring and Fall
- American Criminal Justice Sciences (ACJS)
- Western Association of Criminal Justice (WACJ)
- Community Emergency REsponse Team (CERT)
- Student Veterans of America National Conference (SVA)
- ASCCC Curriculum Institute
- Supremet Court Decisions on Court Procedures
- CCC Online Teaching Conference
- CCCAOE Leadership Conference 1.0 and 2.0

## Program/Unit Goals

- CCCCCO Gender Equity in Law Enforcement

More than 100 hours a year are dedicated to professional development around our guided pathways and equity (see attached file).

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

Goal No. 6.1 – 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 the next three years include:

- CCC Online Teaching Conference
- CCCAOE Fall and Spring Conference
- Western Association of Criminal Justice (WACJ)
- American Criminal Justice Sciences (ACJS)
- ASCCC Fall and Spring Plenary
- IEDRC Faculty Retreat
- CERT National Conference

Unfortunately, there are other conferences that the district will not support because of their location (Outside of the Continental 48). 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 (even years) and British Columbia (odd years).

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

Goal No. 6.2 - Acquire enough funding so ADJ associate faculty will have the opportunity to participate in industry conferences, webinars and workshops.

Goal No. 6.3 – Ensure that associate faculty have the opportunity to attend district wide discipline meetings, and advisory boards.

Goal No. 6.4 – Make sure that associate faculty have information pertaining to the college's FLEX days

**Please add any relevant documents here.**

[Flex - Williams 2024.pdf](#);

[Professional Development Approval Email Minutes.pdf](#)

## Mapping

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

EMP-Objectives (2025-2030): *undefined*

- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)

## 2025-2026 Program Unit Goals

### Program/Unit Goal

EMP Goal 1: Access & Expand

# Program/Unit Goals

## Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

2026 UPDATE – The ADJ program continues to grow with enrolled students and course offerings. Marketing materials are being used throughout the region. We are also developing another associate degree for transfer in Forensic Studies. There is a 13% job growth in this field through 2034.

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

By June 5, 2026, we will pull the LMI data from the Center of Excellence and submit the ADT program and course outline of records through Curriculum. School and Advisory Board have already approved this new degree and additional course.

Please add any relevant documents here.

## Mapping

Educational Master Plan (2020-2025): undefined

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

EMP-Objectives (2025-2030): undefined

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)
- **Goal 4: Professional Development :** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement (✓)
- **Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)

## Progress and Evidence

### Evidence Date

03/15/2026

### What progress have you made toward this goal?

Program and course mapping, collection of data from LMI and BJS. School approval, and finally advisory support and approval.

### How do you measure your progress?

Data collection determining if we expanded our program.

### Discuss your evidence/results.

2026 UPDATE – The ADJ program continues to grow with enrolled students and course offerings as indicated in the review narrative and screenshots of our program.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

### Additional 2025-2026 Updates:

#### EMP Goal 1: Access & Expand

2026 UPDATE – The ADJ program continues to grow with enrolled students and course offerings.

#### EMP Goal 2: Guided Pathways

2026 UPDATE – We have successfully strengthened our guided pathways with the addition of three new degree programs and one new certificate. These became available in the 2025-2026

## Program/Unit Goals

catalog. We have also been granted inclusion in the pathways to law school program which will allow our students a well-developed pathway into the field of law. We are also expanding our CSI certificate program by developing an ADT in Forensic Studies.

### **EMP Goal 3: Reduce working poverty and ...**

2026 UPDATE – We continue to market our program to the community and our underrepresented student population through the use of CAP hours.

### **EMP Goal 4: Regional Development/Partnerships**

2026 UPDATE – With the use of advisory boards, collaboration with industry partners, and updates to the community through the Chamber of Commerce and other programs such as dual enrollment, we remain a staple in our region as a premier program in ADJ. We are also actively offering credit for prior learning (CPL) to those in public safety which is bringing a new student population of working adults into our program. This year we have 5 students that have enrolled at Norco College specifically because of the ADJ CPL offerings and three of them are slated to graduate with their associate degree in June, with the other two graduating in fall and spring 2027.

### **EMP Goal : Regional College of Choice**

2026 UPDATE – With our 3 new degrees and one new certificate, and our innovative teaching modalities we are growing which supports our program being one of choice for the community. We are also actively offering credit for prior learning (CPL) to those in public safety which is bringing a new student population of working adults into our program.

### **Classroom Needs, Modernized Equipment & Supplies:**

IT Rehab (STEM 302)	78000
Crime Scene Shed	15000
FARO Service - Callibration	3500
Power Block Battery for FARO Freestyle	800
6" plastic rulers	15
Presumptive Test Kits	1000
ForenMed Tech Alternative Light Source	10000
Macro Lenses	5500
Copy stand for macro and detailed photography	800
Laser Measuring Device	1500
Set of flashlights	600
Service - 15 DSLR cameras	1500
Terrestrial 3D Laser Scanner	50000
Faculty Printer	500
Faculty Laptop	1700

**Is there a resource request associated with this Goal?**

Yes

## Program/Unit Goals

**If yes, please provide a short description.**

Classroom Needs, Modernized Equipment and Supplies

**Please add any relevant documents here.**

## Curriculum

---

**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

0%

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

N/A

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

While Nueventive shows ADJ-1 as not having been updated since 9/2020, this course went through a major modification in Fall 2023.

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

No

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

No

**Please add any relevant documents here.**

[ADJ-1 Major Mod 2023.PNG](#)

### Credit for Prior Learning

---

**1. Credit for Learning (CPL) is one of the state Chancellor's projects and is part of the CCCCO Vision 2030. How many times has your discipline discussed/reviewed CPL?**

We have discussed and reviewed CPL offerings during our monthly discipline meetings and monthly district CPL workgroup meeting.

**2. Does your discipline currently offer Credit for Prior Learning (CPL) opportunities?**

Yes

**3. Please specify the approved courses and the types of CPL opportunities offered (e.g., Joint Service Transcript [JST], Standardized Exams, Credit by Exam, Industry Credential/Certification, Portfolio Review).**

We currently offer CPL for JST, Standardized exams, portfolio review and Industry credentials. Courses CPL is awarded include: ADJ-1, ADJ-2, ADJ-3, ADJ-4, ADJ-5, ADJ-8, ADJ-13, ADJ-19, ADJ-20, ADJ-21, ADJ-22, ADJ-24

**4. How many times has your discipline awarded CPL awards over the past two years? Please provide data, if available.**

We have awarded 102 units of CPL to military veterans, police officers and correctional officers with an estimated student savings of over \$98K.

**4. Please upload any supporting documentation.**

[ADJ CPL Opportunities 2026 Data.pdf](#)

**5. If CPL is not currently offered within your discipline, please explain the reasons. Additionally, include any plans or timelines for when CPL implementation has been or will be discussed within your school or discipline.**

**5. Please upload any supporting documentation.**

**6. Would your discipline benefit from additional resources or information on CPL to support implementation?**

## Equity Related Professional Development Questions

### 1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Fulltime and Part-time faculty were given the opportunity to participate in equity related training. While some part-time faculty participated in a variety of equity related PD, their information is not available. However, the fulltime faculty in ADJ have participated in equity related professional development during Fall and Spring FLEX for the last three/four years.

In the course of the last three years, fulltime faculty have gone above and beyond the required equity related professional development by logging the following:

2023-2024 - Equity-Related Training: 23.75 Required: 8.00  
 2022-2023 - Equity-Related Training: 15.00 Required: 8.00  
 2021-2022 - Equity-Related Training: 41.50 Required: 8.00

The above represents a variety of PD activities outside of FLEX including:

ASCCC/IEDRC Regional Consortium	2/9/2024
Perkins Retreat	1/25/2024
POST Symposium	1/23/2024
Student Veterans of America NatCon	1/6/2024
2023 Emergency Management Training Faculty	10/27/2023
Regional Implementation	10/2/2023
ASCCC Curriculum Institute	7/13/2023 -
7/15/2023	
CERT National Conference	6/25/2023 - 7/1/2023
Preventing Harassment and Discrimination	12/22/2022
All-Faculty Meeting: Moving Assessment to Canvas	11/30/2022
Supreme Court Decisions on Court Procedures	11/2/2022
Public Safety Regional Joint Venture Update	10/25/2022
CERT National Conference	8/18/2022 -
8/20/2022	
CERT Master Instructor Training	8/15/2022 -
8/17/2022	
CERT Train the Trainer	7/12/2022 -
7/21/2022	
CCC Online Teaching Conference	6/29/2022 - 7/1/2022
IEDRC Annual Planning Retreat	6/28/2022 -
6/29/2022	
CCCAOE Leadership Conference 2.0	6/13/2022 -
6/16/2022	
CCCAOE Leadership Conference 1.0	5/24/2022 -
5/27/2022	
CCCAOE Spring conference	4/6/2022 - 4/8/2022
American Criminal Justice Sciences Conference	3/14/2022 - 3/19/2022
Equitable Pedagogy	2/1/2022 -
2/28/2022	
Western Association of Criminal Justice (WACJ)	10/13/2021 - 10/14/2021
CCCAOE Fall 2021 Conference	9/29/2021 -
10/1/2021	
Course Hero's Educational Summit	7/28/2021 -
7/30/2021	
4/2/2026	

## Equity

Chancellor's Office Webinar/Gender Equity in Law Enforcement  
ASU Faculty Summit through REMOTE  
12/31/2021

8/17/2021

6/16/2021 -

California Community Colleges TechConnect - Online Teaching Summit

6/21/2021 - 6/23/2021

### **2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

Faculty who have attended equity-related professional development have implemented a variety of strategies within their classrooms including raising self-awareness and practicing inclusive behavior, better communication skills including listening and speaking, empathy as taught by Brene' Brown, ensuring fairness as it pertains to resources, outcomes and opportunities, and lastly, creating an environment where everyone feels safe, have equal access and are treated fairly.

### **3. What additional equity-related professional development/trainings do you seek to better support your area?**

Ongoing training in mannerisms, lifestyles, learning styles, and pedagogy.

**Please add any relevant documents here.**

[Flex - Williams 2024.pdf](#)

2026 Update

## Equity Related Professional Development Questions

### **1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

Fall and Spring FLEX; District DE training; Preventing Harassment and Discrimination, and other district training; Various discipline specific conferences (WACJ, ACJS, AAFS, SCG); CCC Online Teaching; IEDRC, CCCAOE and ASCCC Conferences, Plenaries and Retreats.

### **2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

Our faculty regularly integrate knowledge and techniques gained from both discipline-specific and broad professional development conferences, applying current best practices in our law enforcement, criminology, forensics, and corrections courses, course design through modifications, and instruction. We incorporate updated investigative methods, emerging legal standards, culturally responsive teaching strategies, and innovative instructional technologies to ensure our curriculum remains relevant, evidence-based, and aligned with industry expectations. Through our shared debriefs and collaborative implementation, our team consistently transforms conference learning into enhanced classroom experiences that strengthen student engagement and mastery.

### **3. What additional equity-related professional development/trainings do you seek to better support your area?**

2026 UPDATE Conferences requested for 2026-2027: We are currently seeking ongoing professional development as our field of studies are constantly changing and updating with new technology and legal precedence.

- Western Association of Criminal Justice (WACJ) Oct/2026
- CCCAOE Fall and Spring Conferences, Oct/2026 and Apr/2027
- Southern California Gang Conferences May 2026/2027 TBD
- Academy of Criminal Justice Sciences (ACJS) Mar/2027
- CERT National Conference, August 2026
- CCC Online Teaching Conference, Jun/2026/2027

## Equity

- ASCCC Curriculum Institute and Plenaries 2026-2027
- California State Division of the International Assoc. for Identification (CSDIAI)

These conferences will provides career exploration and career development activities through organized, systematic framework, providing professional development for a wide variety of CTE professionals, supports integration of academic skills into CTE programs, and supporting the implementation of CTE programs of study that result in increased student achievement and professional employment making a livable wage.

**Please add any relevant documents here.**

[Professional development 2026-2027.pdf](#)

# Assessment

## Mastery and Assessments by Learning Outcomes

### Date

03/09/2024

### Observation

#### What did you notice?

The student learning outcomes were completed during the last 4 semesters by full-time and part-time faculty. Unfortunately, the captured data through Canvas was only completed in Winter 2024 and Fall 2023, which does not reflect assessment trend data.

### Course(s)

ADJ-1, ADJ-14, ADJ-20, ADJ-9

### SLO(s)

All SLO's in each course

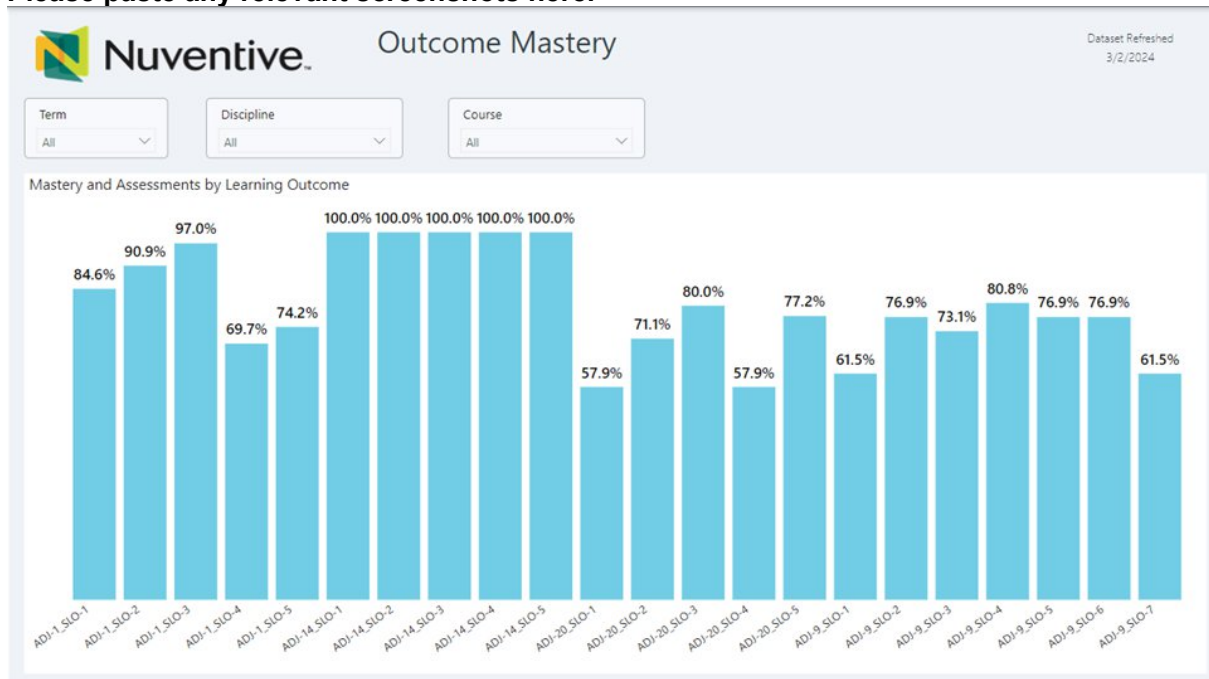
### Discussion/Analysis

With the little data we do that was captured through Canvas, it appears that one ADJ SLO was not initially met in ADJ-1. Looking at the SLO and the period within the semester this SLO was assessed, it may be attributed to the fact that the material was taught right around winter break with assessments done the week after winter break. Faculty may consider revising when this material and/or these assessments are completed.

ADJ-20 had a few SLOs that did not initially meet the benchmark of 70%. Interestingly, ADJ-20 is the corrections class and the material on these two SLOs are directly related to the SLO in ADJ-1 that was also not met. The data reveals that faculty will need to assess their teaching of this material to ensure students are learning the material. Possible ideas include revising course content, adding more content, a few more formative assessments before the subjective assessments are conducted. This is not a negative reflection of faculty, merely a suggestion that alternative teaching methods may help increase mastery levels for students taking ADJ classes.

One class revealed that outcome mastery was at 100% for all SLO's, which is being interpreted by both fulltime faculty members in ADJ as an outlier. With the other data showing a variety of percentages, this may be attributed to a part time faculty member that did not fully understand how to record student assessments using the rubric with a scale of 4-0. This will be discussed in a discipline meeting with all ADJ faculty to ensure we have good data to review and reflect upon.

Please paste any relevant screenshots here.



Please add any relevant documents here.

# Assessment

## Outcome Mastery by Demographics

### Date

03/09/2024

### Observation

#### What did you notice?

We also reviewed outcomes by demographics and across the board it reveals that our dual enrollment students and those under 24 and over 35 years of age met the mastery levels. The students that struggled the most were those between 25 and 34 years of age. Females and non-binary met the mastery levels. The data also reveals that our male students did not meet the mastery level and our African-American and Filipino students also fell short.

### Course(s)

ADJ

### SLO(s)

All SLO's in the data captured through Canvas

### Discussion/Analysis

There are definitely gaps within our 25-34 year olds. We need to discuss pedagogy and course offerings that will better fit this age group. Is it because they are working adults, are their time constraints? We might consider conducting a survey to determine what teaching modality works best for them to give them better access and more avenues to success.

In response to our African American and Filipino students, during a discipline meeting with faculty, discussing best practices and methods of asset-based pedagogies that incorporate our traditionally marginalized students will allow for the cultural identities and lived experiences to flourish inside the classroom. Culturally relevant pedagogy empowers all students, and in particular our students of color, to become lifelong learners and critical thinkers.

**Please paste any relevant screenshots here.**



**Please add any relevant documents here.**

# Assessment

## Outcome Mastery by Age

**Date**  
03/09/2024

**Observation**  
**What did you notice?**

Looking specifically at the age of students that declared ADJ as their major, we see that those who declared the major without considering transferring to a university is much lower than those students looking to further their education with a bachelor's degree or higher. The data also shows that our 19 and under years of age students fail to meet the mastery level for Crime Scene Investigation. This may be attributed to the lack of knowledge within the field and the "sexy" version of CSI they see on television also known as the "CSI Affect". This data reveals that we should mentor our students across the board to ensure they fully understand the discipline, the programs within the discipline and also promote a better understanding of life-long learning which may take them further in their educational endeavors.

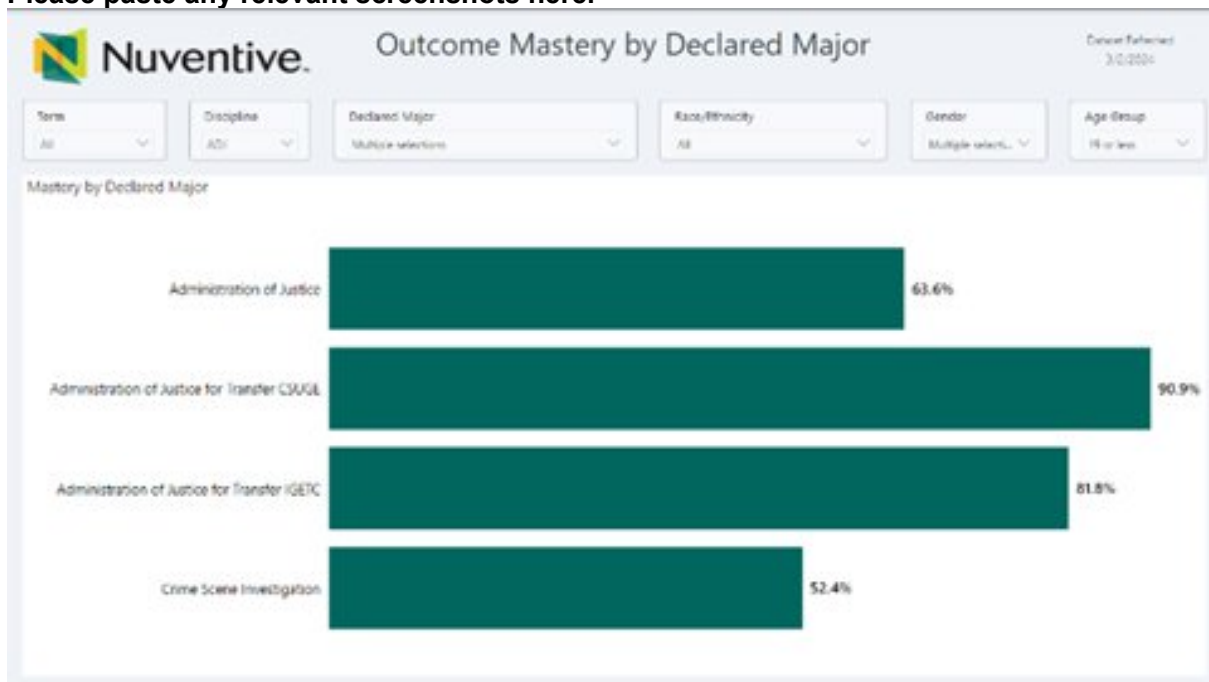
**Course(s)**  
ADJ

**SLO(s)**  
All SLO' within the courses captured through Canvas.

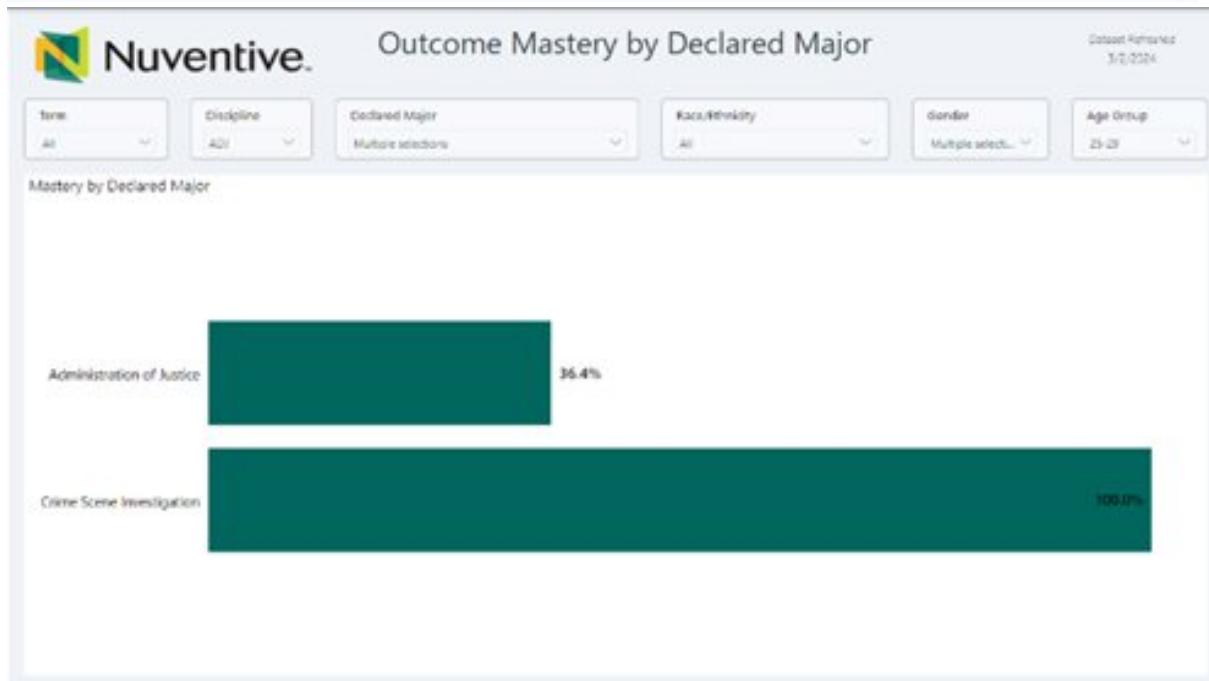
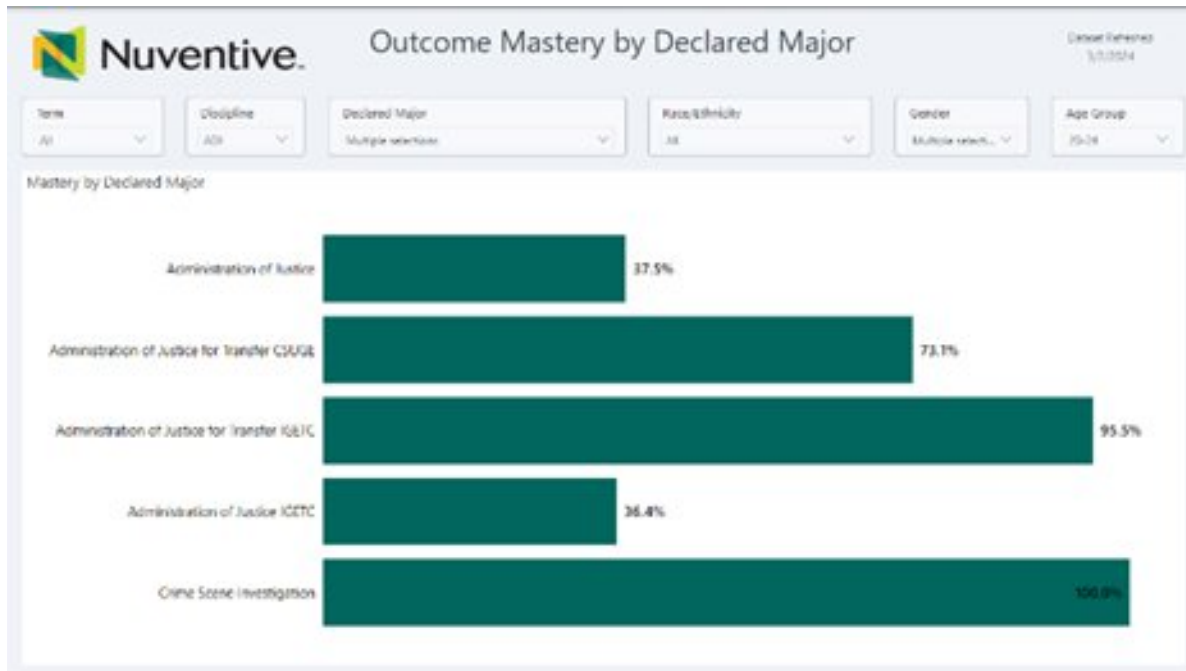
### Discussion/Analysis

Our older students or returning students reached mastery level. This could be attributed to life experiences and their need to increase their knowledge to further their careers and/or enter a new profession.

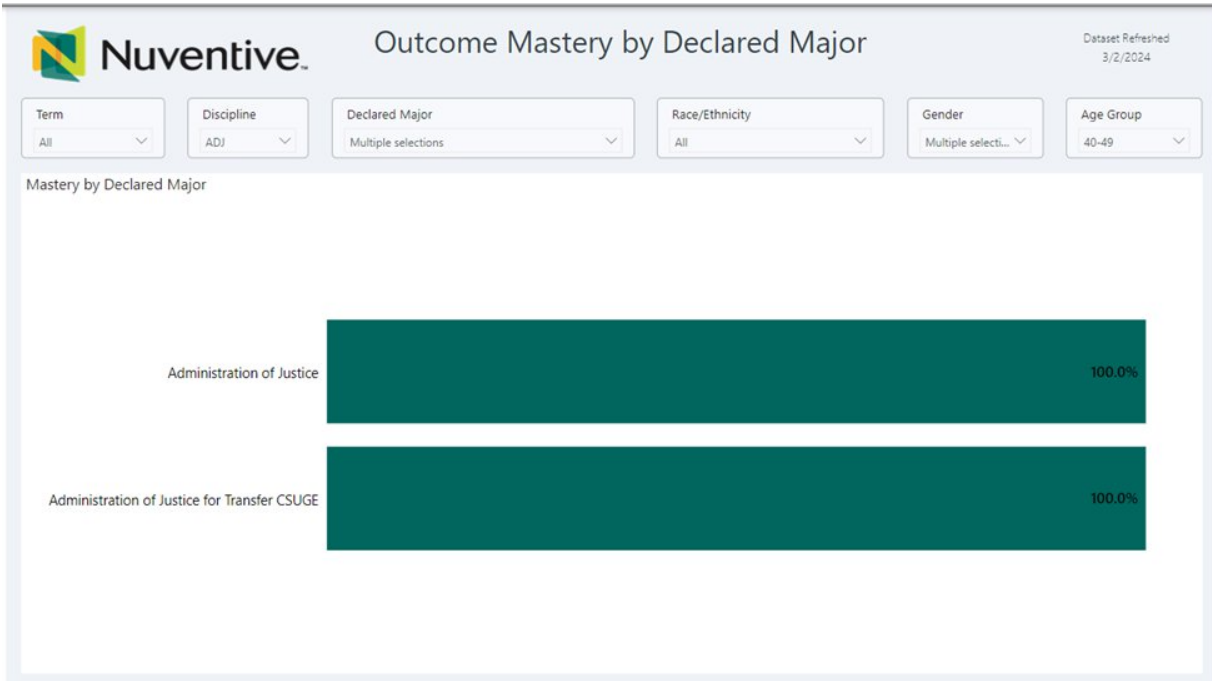
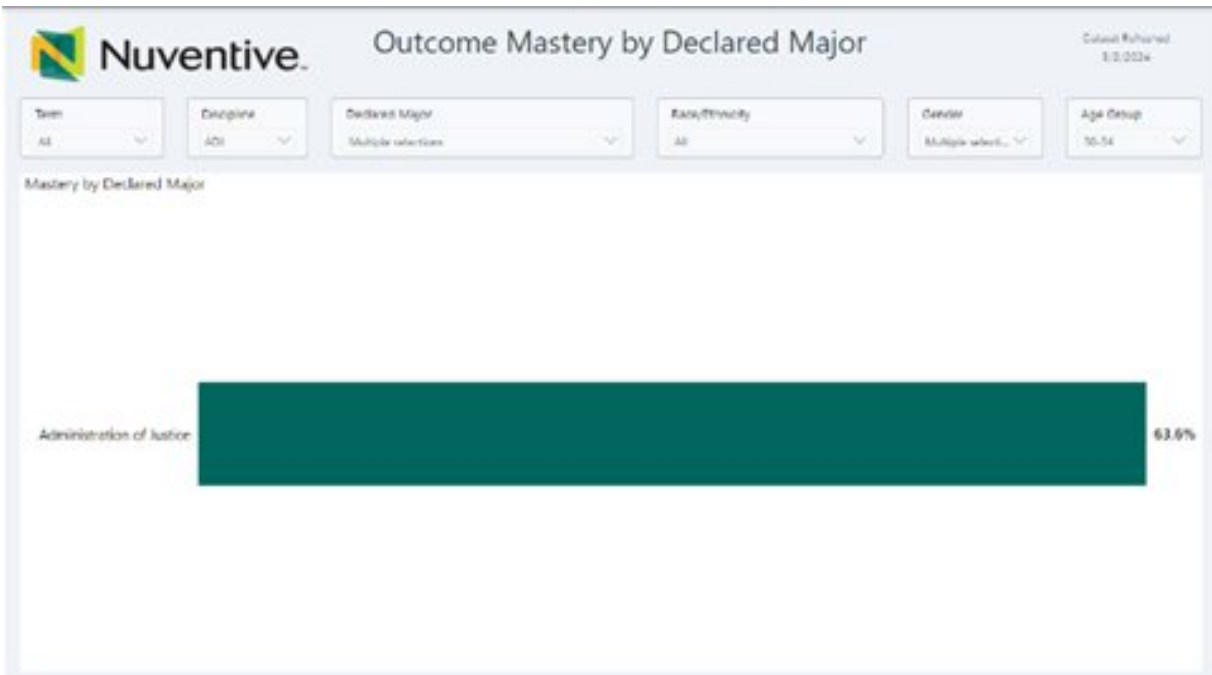
**Please paste any relevant screenshots here.**



# Assessment



# Assessment



Please add any relevant documents here.

## Outcome Mastery by Disciplines (ADJ, GE, CTE)

**Date**  
03/09/2024

**Observation**  
What did you notice?

# Assessment

We also looked at data among disciplines, first those that declared ADJ as their major, and then did a comparison to the GE side of the house and those that are declared majors in a CTE program. Again, with limited data true trends cannot be made, but the data we do have shows that ADJ declared students have a higher mastery level than many of our GE declared students, yet less than other CTE declared students, specifically business.

Both criminal justice and business offer no shortage of diverse career opportunities, which could explain why both criminal justice declared students, as well as business declared students, have a higher mastery level than many of our GE declared students. Just as a degree in business does not limit the student to owning a business, a degree in business paves the way for careers in almost any sector, including healthcare, finance, and technology.

Similarly, the field of criminal justice and understanding criminal behavior, creates opportunity to not just work with law enforcement, but also the court system, social work, psychology, law, forensics, and much more. Earning a degree in either of these fields can open many doors in a variety of professions and increases students' odds of finding an occupation that pays a livable wage. GE undeclared students may not have the same opportunities to find employment that pays a livable wage. This motivation of future employment may be the reason criminal justice and business students are more successful in the classroom than undeclared students.

## Course(s)

ADJ

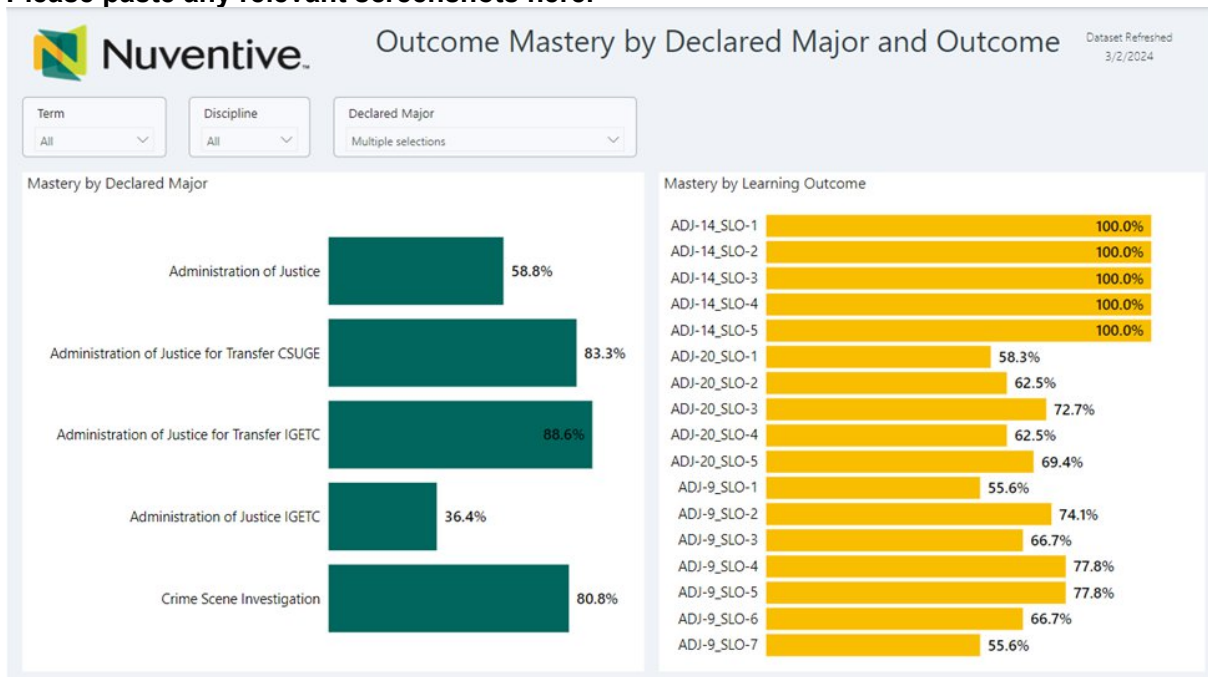
## SLO(s)

All ADJ SLOs captured through Canvas

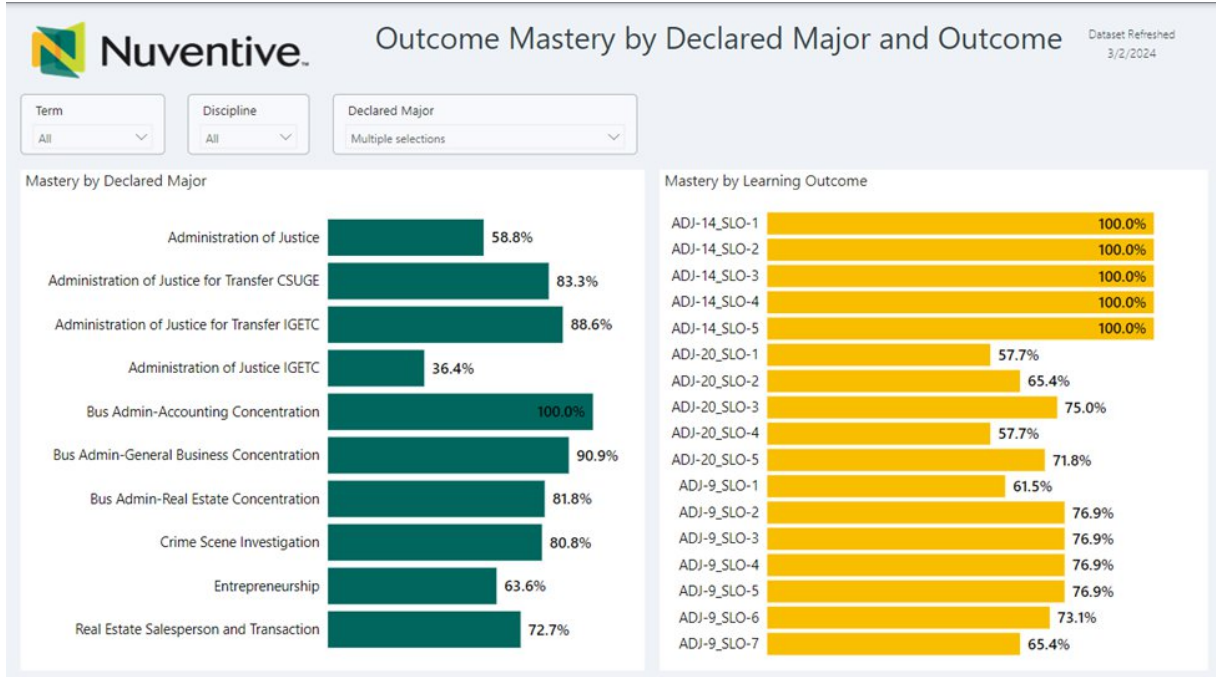
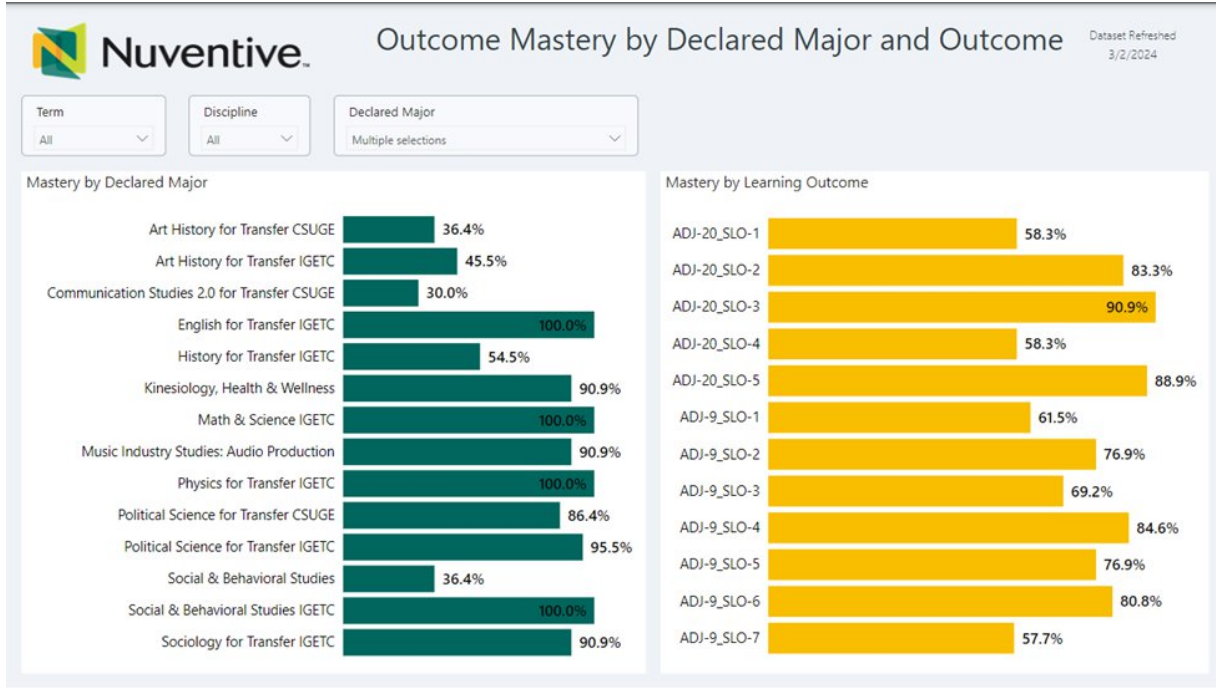
## Discussion/Analysis

As we were looking at the data, we found that students with a 2+2 educational plan had higher mastery than those in general disciplines. The mastery percentages typically fell within 5% with the exception of a few outliers that were either high or very low.

**Please paste any relevant screenshots here.**



# Assessment



Please add any relevant documents here.

## Pre-Canvas Discipline Reports

**Date**  
03/09/2024

**Observation**  
What did you notice?

## Assessment

The pre-canvas discipline reports reveal that all course have been assessed and our students have met the benchmark of all SLO's. Several revealed that initial assessments were not met, but with remedial training/teaching, the benchmarks were met after a second assessment. The report also shows the variety of assignments used to assess student learning. No "one" assignment was used for any SLO. There were always multiple assignments throughout the semester. The loops have all been closed.

### Course(s)

All ADJ courses that were not assessed through Canvas.

### SLO(s)

All ADJ SLO's for each of the courses assessed through pre-Canvas means.

### Discussion/Analysis

As we move forward, it will be a responsibility of all ADJ faculty to learn and conduct assessments through Canvas. Ongoing training opportunities will be needed and additional pay for part-timers as we cannot require them to do assessments, yet many of our courses are being taught by them.

See attached pdf to show all course assessments that were not done through Canvas.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[SLO in pdf.pdf](#)

## Course SLO Assessments 2025-2026 Update

---

### Date

03/13/2026

### Observation

#### What did you notice?

Outcomes Mastery by gender and race/ethnicity are steady, however students identifying themselves as Filipino are below the 70% threshold which will require further observation. Those in the 30-39 age group are above the threshold, by up to 20% of the highest mastery level of 94.5 percent.

### Course(s)

All ADJ courses were reviewed and assessed by full-time and part-time faculty.

### SLO(s)

More than 67 SLOs were assessed in February and March 2026 on all currently offered and taught ADJ courses.

### Discussion/Analysis

# Assessment

All ADJ courses taught and reported in this cycle have been reviewed, SLOs embedded into our Canvas courses, with all SLO assessments documented for each course (67 total assessments spanning ADJ 1, ADJ 4, ADJ 5, ADJ 8, ADJ 12/13/14, ADJ 20, ADJ 27, and ADJ 801). ADJ-2, ADJ-3, and ADJ-9 have been assessed but the narratives were submitted after the report was included here in Nuventive. Overall performance was strong across the curriculum: ADJ 14 (Crime Scene Investigation) reported universal proficiency across all measured SLOs; ADJ 12 (Introduction to Criminalistics) and ADJ 5 (Community Relations) showed high mastery (generally e95–100% on assessed outcomes); ADJ 20 (Introduction to Corrections) met or exceeded benchmarks on multiple SLOs (including a 100% result on operational procedures); ADJ 13 (Criminal Investigations) consistently met benchmarks across its SLO set; and the noncredit ADJ 801 (CERT) showed high achievement on preparedness, resilience, and team based outcomes (often ~92% at or above mastery). Common instructional moves linked to success included recorded, reviewable lectures; scaffolded assignments with timely feedback; and clearly structured, step by step directions that lowered cognitive load and kept students focused on content.

Targeted improvement opportunities emerged in a few places. In ADJ 1 SLO 3, the six week condensed format correlated with lower performance (most students in the “fundamental” band), suggesting the need for more time on task, updated materials, and additional formative checkpoints before the summative assessment; ADJ 1’s comprehensive SLOs on corrections and system wide issues also indicate room to increase practice opportunities. In ADJ 4, faculty aim to move more students from “proficient” into “advanced,” and in ADJ 27 (Forensic & Crime Scene Photography) faculty noted that the large number of SLOs in a mixed theory/skills course may dilute depth, streamlining outcomes and adding targeted practice could lift advanced level performance. Finally, while ADJ 801 outcomes were generally strong, SLO 1 showed a lower proportion at “proficient or above” relative to other CERT SLOs, making it a good candidate for enhanced practice and feedback.

Planned actions already identified by faculty include auditing lecture/assignment sequences in condensed terms, adding more applied exercises and formative assessments, continuing cross faculty discussions of methods, and right sizing SLOs where appropriate to emphasize deeper mastery.

### Please paste any relevant screenshots here.



### Please add any relevant documents here.

[ADJ- Student Learning Outcome Assessment Activity Report.xlsx](#)

# Resource Requests

## Lab Supplies

### Resource Year

2024 - 2027

### What resources do we already have?

Some remaining lab supplies: Fingerprint material, fuming trays, and graph paper.

### What resources do you need?

Lab supplies: Perishable lab supplies or one-time use: Casting powder, fingerprint cards, ten print cards, magna powder brush and powder, fingerprint tape, fake blood, petri dishes, super glue (cyanoacrylate), hemastix test strips, DNA kits, and other material needed for ADJ-12, ADJ-13, ADJ-14, ADJ-27, ADJ-31, and ADJ-801.

### \$ Amount Requested

6,000

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

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, and non-durable supplies are 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. Provides the skills necessary to pursue high-skill, high wage, or in-demand industry sector employment. Supports integration of academic skills into CTE programs, increased student achievement.

### This request for my area is Priority #:

2

### Is this request

New

### For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

Purchased 23-24 with Perkins

### Council Ranking

2

### 2025-26 Council Ranking

### Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **2.:** 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?? (✓)
- **3.:** 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? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

## Resource Requests

### Instructional: Administration of Justice: undefined

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)
- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Age:** undefined (✓)
- **Outcome Mastery by Demographics:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)
- **Pre-Canvas Discipline Reports:** undefined (✓)

### Student Equity Plan: undefined

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

## Textbooks

---

### Resource Year

2024 - 2027

### What resources do we already have?

Textbooks for some classes

### What resources do you need?

Additional textbooks for our courses. We need multiple copies in the library for students to use while in the library for those unable to afford them. Equity issue.

### \$ Amount Requested

2,500

### Resource Type

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Supports EMP Goals 1, 3, 5 & 7. 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, and non-durable supplies are 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. Provides the skills necessary to pursue high-skill, high wage, or in-demand industry sector employment. Supports integration of academic skills into CTE programs, increased student achievement.

**This request for my area is Priority #:**

6

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

No Action-Insufficient funding

**Notes**

**Council Ranking**

6

**2025-26 Council Ranking**

**Mapping**

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **2.:** 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?? (✓)
- **3.:** 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? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Administration of Justice: *undefined*

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)
- **Mastery and Assessments by Learning Outcomes:** *undefined* (✓)
- **Outcome Mastery by Age:** *undefined* (✓)
- **Outcome Mastery by Demographics:** *undefined* (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** *undefined* (✓)
- **Pre-Canvas Discipline Reports:** *undefined* (✓)

Student Equity Plan: *undefined*

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in

## Resource Requests

the subsequent semester. (✓)

- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

## Lab Equipment/FARO Technologies

### Resource Year

2024 - 2027

### What resources do we already have?

Fuming Hood, Live Scan, Microscopes, and Chromebooks

### What resources do you need?

Alternate light sources/FARO 3D Camera and ancillaries

### \$ Amount Requested

30,000

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 2, 3, & 7. For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. As such, digital cameras and digital equipment 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. This equipment will provide the skills necessary to pursue high-skill, high wage, or in-demand industry sector employment. Supports integration of academic skills into CTE programs, increased student achievement.

### This request for my area is Priority #:

5

### Is this request

New

### For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

Purchased MegaXXwatt lighting system with Perkins 04/22/2025. Faro 3d Scanner purchased. Faro Freestyle Kit \$11k, P-0089918

### Council Ranking

5

### 2025-26 Council Ranking

### Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **2.:** Look at the disaggregated student subgroups in success, retention, program of study, educational planning,

## Resource Requests

and awards for your area. Are there any equity gaps that you will address in the next 3 years?? (✓)

- **3.:** 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? (✓)

### Educational Master Plan (2020-2025): undefined

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

### Student Equity Plan: undefined

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

### Instructional: Administration of Justice: undefined

- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)
- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Age:** undefined (✓)
- **Outcome Mastery by Demographics:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)
- **Pre-Canvas Discipline Reports:** undefined (✓)

## Lab Equipment

### Resource Year

2024 - 2027

### What resources do we already have?

Fuming Hood, Live Scan, Microscopes, and Chromebooks

### What resources do you need?

Camera filters, alternate light source, Cybersecurity and USB readers and USB Drives, Lab equipment

### \$ Amount Requested

# Resource Requests

11,000

## Resource Type

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

EMP Goals 2, 3, & 7. For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. As such, digital cameras and digital equipment 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. This equipment will provide the skills necessary to pursue high-skill, high wage, or in-demand industry sector employment. Supports integration of academic skills into CTE programs, increased student achievement.

**This request for my area is Priority #:**

4

**Is this request**

New

## For Administrative Use Only

### Funding Status

Completed/Funded

### Notes

Purchased Writeblockers with Perkins. Lighting, Fume Hood, and fume cabinet. Airscience, Sirchie orders

## Council Ranking

4

## 2025-26 Council Ranking

## Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **2.:** 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?? (✓)
- **3.:** 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? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Student Equity Plan: *undefined*

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who

## Resource Requests

completed a degree or certificate in three years. (✓)

Instructional: Administration of Justice: undefined

- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)
- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Age:** undefined (✓)
- **Outcome Mastery by Demographics:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)
- **Pre-Canvas Discipline Reports:** undefined (✓)

## Outreach Support

---

### Resource Year

2024 - 2027

### What resources do we already have?

Program brochures - New Corrections certificate/degree and Law, Public Policy, and Society

### What resources do you need?

Outreach support, promotional supplies, program flyers and marketing materials for new programs, job fairs, advisory boards, and workshops.

### \$ Amount Requested

1,500

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 1, 2, 3, 4, 5, 6, & 7. 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. 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 material will provide career exploration and career development activities, skills necessary to pursue high-skill, high-wage employment, and support the implementation of CTE programs of study that result in increased student achievement.

### This request for my area is Priority #:

7

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

4/2/2026

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Page 68

# Resource Requests

## 2025-26 Council Ranking

### Mapping

#### Data Review - Instructional: undefined

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **3.:** 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? (✓)

#### Educational Master Plan (2020-2025): undefined

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

#### Instructional: Administration of Justice: undefined

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

#### Student Equity Plan: undefined

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

## Criminal Justice Student Association

### Resource Year

4/2/2026

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Page 69

# Resource Requests

2024 - 2027

## What resources do we already have?

Table Covering and Canopy

## What resources do you need?

Marketing, non-durable equipment

## \$ Amount Requested

250

## Resource Type

ITEM: Instructional Supplies

## Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 1, 3, 6, & 7. Supporting our clubs is needed to close the equity gap, allow for everyone interested to participate, cover certain costs for workshops, tours, travel, graduation, and work with community partners.

## This request for my area is Priority #:

9

## Is this request

New

## For Administrative Use Only

## Funding Status

No Action-Insufficient funding

## Notes

Purchased ACJS canopy 3 years ago.

## Council Ranking

9

## 2025-26 Council Ranking

## Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Administration of Justice: *undefined*

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

Student Equity Plan: *undefined*

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who

## Resource Requests

applied and enrolled in the same year in a primary term. (✓)

- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

### CERT Trailer

---

#### Resource Year

2024 - 2027

#### What resources do we already have?

CERT equipment and supplies

#### What resources do you need?

Trailer or mobile storage unit.

#### \$ Amount Requested

10,000

#### Resource Type

ITEM: Equipment, Services, Software, Furniture

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 1, 2, 6, & 7. A portable storage unit or trailer would equip our students, community and partners with mobility of taking our CERT program into the community. It would allow for career development activities, provide skills for in-demand industry sectors, support the integration of academic skills into our programs, result in student achievement, and become mobile in the event of a disaster (emergency preparedness)

#### This request for my area is Priority #:

8

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

No Action-Insufficient funding

#### Notes

#### Council Ranking

8

#### 2025-26 Council Ranking

#### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Administration of Justice: *undefined*

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)

# Resource Requests

- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

## Classroom tables 24x60

### Resource Year

2025 Update

### What resources do we already have?

Tables 48x36

### What resources do you need?

Better narrower tables to allow for lab equipment and student enrollment numbers

### \$ Amount Requested

7,500

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 2, 3, & 7. For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. Better classroom seating is a must for equity and access.

### This request for my area is Priority #:

3

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 10.10 (Business Services):** Design spaces that intentionally build community (✓)
- **2025 Objective 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Administration of Justice: *undefined*

- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

## Resource Requests

- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)

### Laptops (2)

---

#### Resource Year

2025 Update

#### What resources do we already have?

Classroom desktop

#### What resources do you need?

Two new laptops to run FARO 3D Cameras for Lab equipment

#### \$ Amount Requested

4,000

#### Resource Type

ITEM: Equipment, Services, Software, Furniture

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goals 2, 3, & 7. For equity purposes, students will need access to certain equipment to be successful and competitive in their classes and in our industry. The laptops will be used to run the FARO 3D software that the desktop can not support.

#### This request for my area is Priority #:

1

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

#### Notes

#### Council Ranking

#### 2025-26 Council Ranking

#### Mapping

##### Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)

##### Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

##### Instructional: Administration of Justice: *undefined*

- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs

## Resource Requests

(EMP Goal 7). (✓)

- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)
- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)

Student Equity Plan: *undefined*

- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

## Lab Materials/Supplies

### Resource Year

2025 Update

### What resources do we already have?

Perishable lab supplies (left overs)

### What resources do you need?

Lab Supplies (BlueStar for fingerprinting, evidence photo stands, swabs, evidence envelopes, angle finder, catalog envelopes, misc. evidence envelopes. crime scene notebooks, hinged scales, presumptive blood test, barrier tape, sterile water ampules, write blockers and other misc. supplies.

### \$ Amount Requested

5,800

### Resource Type

ITEM: Instructional Supplies

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Lab supplies need to be replenished as needed to service our students with the most up to date materials they would use in the field or lab.

### This request for my area is Priority #:

2

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 5.1- KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)

## Resource Requests

- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Administration of Justice: *undefined*

- **Mastery and Assessments by Learning Outcomes:** *undefined* (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** *undefined* (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

### Tough Shed/Storage Container/Crime Scene House (10x20 or a bit larger)

---

#### Resource Year

2025 Update

#### What resources do we already have?

None

#### What resources do you need?

The ability to set up a crime scene and leave it for more than one class session

#### \$ Amount Requested

15,000

#### Resource Type

ITEM: Equipment, Services, Software, Furniture

#### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Students need access and availability to work a crime scene without being rushed in one class period. Crime scenes need to be staged and left for a period of time. These labs should be considered high intensity.

#### This request for my area is Priority #:

5

#### Is this request

New

#### For Administrative Use Only

#### Funding Status

#### Notes

#### Council Ranking

#### 2025-26 Council Ranking

#### Mapping

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards

## Resource Requests

over the past 3 or more years? (✓)

### Educational Master Plan (2020-2025): undefined

- **2025 Objective 6.1 (Academic Affairs):** Establish and expand relationships with regional educational institutions (✓)
- **2025 Objective 6.6 (Student Services):** Develop regional outreach and recruitment systems (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

### Student Equity Plan: undefined

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

### Instructional: Administration of Justice: undefined

- **Mastery and Assessments by Learning Outcomes:** undefined (✓)
- **Outcome Mastery by Age:** undefined (✓)
- **Outcome Mastery by Demographics:** undefined (✓)
- **Outcome Mastery by Disciplines (ADJ, GE, CTE):** undefined (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

## IT Rehab of STEM 302

---

### Resource Year

2026 Update

### What resources do we already have?

None

### What resources do you need?

We are requesting a full technology rehabilitation for STEM 302. The current projectors are outdated, frequently failed throughout the academic year, and the existing computer system is unable to support modern instructional technology or the software required for our discipline. Although IT is aware of the issues and multiple repair tickets have been submitted, the room remains unreliable for instruction and assessment.

### \$ Amount Requested

78,000

### Resource Type

ITEM: Technology

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Upgrading this classroom directly supports several institutional and program goals, including Goal 1: Access & Expand, by ensuring students have equitable access to functional learning environments; Goal 2: Guided Pathways, by supporting clear, technology enhanced learning routes; Goal 3: Workforce and Economic Development, by enabling students to train on current industry relevant tools; Goal 4: Partnerships, by allowing us to host collaborative, technology supported engagements; Goal 5: Becoming the Regional College of Choice, through offering high quality, modernized instructional spaces; and Goal 6: Professional Development, by ensuring faculty can effectively implement equity minded, technology supported teaching strategies that align with Guided Pathways. As such, updating STEM 302 is essential for maintaining instructional quality, and meeting program outcomes.

**This request for my area is Priority #:**

1

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

**Crime Scene Shed**

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**Resource Year**

2026 Update

**What resources do we already have?**

Shared space which is not conducive for our CSI or Forensic courses and labs

**What resources do you need?**

Purchasing a large, dedicated shed for constructing mock crime scenes would significantly enhance the realism, continuity, and instructional value of our forensic and investigative coursework. Currently, faculty and students are limited to a shared space where crime scenes must be built and torn down within hours, preventing multi-day evidence processing, staged decomposition simulations, evolving scene documentation, or long-term investigative practice. A secure, standalone shed would allow crime scenes to remain intact for several days, giving students the opportunity to engage in authentic investigative cycles that mirror real-world procedures.

**\$ Amount Requested**

15,000

**Resource Type**

4/2/2026

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Page 77

## Resource Requests

BUDGET: Facilities Building, Remodel

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

This investment directly supports several institutional and program goals. It advances Goal 1: Access & Expand by providing students equitable access to a functional, consistent, and high-quality learning environment that removes space and time barriers. It aligns with Goal 2: Guided Pathways by creating a stable, hands-on learning route enriched with applied, scenario-based experiences. By enabling training with industry-relevant investigative methods, equipment, and documentation practices, the shed strongly supports Goal 3: Workforce and Economic Development, helping reduce skills gaps and prepare students for employment. A dedicated crime-scene facility also strengthens Goal 4: Partnerships, allowing us to collaborate with regional law enforcement, community agencies, and K–12 programs for joint trainings, demonstrations, and outreach. Further, it advances Goal 5: Becoming the Regional College of Choice, as a modernized, realistic investigative training space differentiates Norco's ADJ program and enhances recruitment and retention. Finally, it supports Goal 6: Professional Development by giving faculty the environment needed to implement equity-minded, technology-assisted instructional strategies and refine investigative teaching techniques aligned with Guided Pathways.

Overall, a dedicated crime-scene shed is an essential next step in elevating the quality, authenticity, and accessibility of our program's hands-on learning experiences.

**This request for my area is Priority #:**

2

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

**Faculty Printer and Laptop**

**Resource Year**

2026 Update

4/2/2026

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Page 78

## Resource Requests

### What resources do we already have?

Broken printer and old outdated laptop

### What resources do you need?

New printer and new laptop with windows programs

### \$ Amount Requested

2,200

### Resource Type

ITEM: Equipment, Services, Software, Furniture

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Replacing the broken printer and outdated faculty laptop directly supports multiple EMP Goals by ensuring instructors have the functional, reliable tools necessary to deliver high-quality instruction and maintain timely communication with students. Updated equipment enhances Access & Expand (EMP Goal 1) by reducing barriers to course preparation and providing faculty with the technology needed to create accessible, student-ready materials. It also supports Guided Pathways (EMP Goal 2) by enabling faculty to efficiently design, update, and align course content, assessments, and learning resources with pathway maps.

### This request for my area is Priority #:

3

### Is this request

New

### For Administrative Use Only

### Funding Status

### Notes

### Council Ranking

### 2025-26 Council Ranking

### Mapping

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Guided Pathways:** Goal 2 - Successfully Implement Guided Pathways (EMP Goal 2) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

### FARO Servicing Calibration/FARO Freestyle 2

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### Resource Year

2026 Update

### What resources do we already have?

FARO Freestyle

### What resources do you need?

Need servicing

### \$ Amount Requested

5,000

### Resource Type

ITEM: Equipment, Services, Software, Furniture

## Resource Requests

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Recalibrating the FARO Freestyle Laser Scanner directly strengthens our program's ability to deliver high-quality, industry-aligned instruction. As a critical tool for crime-scene documentation and forensic analysis, proper calibration ensures accuracy, reliability, and safe operation, allowing students to train with the same technology used in modern justice and investigative fields. Maintaining this equipment supports EMP Goal 1: Access & Expand, by ensuring equitable access to functional, high-precision learning tools that enhance hands-on skill development. It also advances EMP Goal 3: Workforce & Economic Development, as students gain experience with current, industry-standard scanning and measurement technology, reducing skills gaps and improving career readiness. Additionally, recalibration supports EMP Goal 6: Professional Development, enabling faculty to effectively incorporate advanced forensic technologies into instruction and stay current with evolving best practices.

Overall, maintaining the FARO scanner ensures our program continues to offer relevant, high-impact, and career-focused learning experiences.

**This request for my area is Priority #:**

4

**Is this request**

**For Administrative Use Only**  
**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Power Block Battery for FARO Freestyle**

---

**Resource Year**

2026 Update

**What resources do we already have?**

FARO Freestyle

**What resources do you need?**

New Power Block Battery for FARO Freestyle

**\$ Amount Requested**

800

**Resource Type**

4/2/2026

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Page 80

## Resource Requests

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

Purchasing the power-block batteries for the FARO Freestyle Laser Scanner is essential to maintaining consistent access to this industry-standard forensic documentation tool. Reliable battery power ensures that faculty and students can fully operate the scanner during class, labs, and field exercises without interruption, directly supporting EMP Goal 1: Access & Expand by providing equitable access to fully functional, high-precision instructional equipment. This purchase also advances EMP Goal 3: Workforce & Economic Development, as students gain hands-on experience with current crime-scene technology that mirrors professional investigative practices, strengthening workforce readiness and reducing the regional skills gap. It also allows faculty to engage in continued training and effectively integrate advanced scanning technology into instruction aligned with Guided Pathways. These batteries ensure the FARO Freestyle remains dependable, safe, and fully operational.

**This request for my area is Priority #:**

5

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Presumptive Test Kits and Rulers**

---

**Resource Year**

2026 Update

**What resources do we already have?**

None

**What resources do you need?**

Presumptive Test Kits and Rulers

**\$ Amount Requested**

1,100

**Resource Type**

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Purchasing presumptive test kits and 6-inch evidence rulers directly strengthens our program's ability to deliver accurate, hands-on forensic training aligned with industry expectations. These tools allow students to practice essential evidence identification, measurement, and preliminary analysis procedures that mirror real investigative work. Ensuring consistent access to these supplies supports EMP Goal 1: Access & Expand, by providing all students, regardless of course section or instructor, with equitable access to the foundational forensic materials required for success.

These purchases also advance EMP Goal 3: Workforce & Economic Development, as students gain practical experience with standard field tools, reducing skills gaps and improving job readiness in law enforcement, forensic science, and other justice-related careers. Additionally, maintaining up-to-date investigative supplies enables faculty to deliver high-quality, evidence-based instruction that reflects current forensic practices.

Overall, acquiring these supplies ensures our students engage in authentic, competency-building training essential to their academic and career progression.

**This request for my area is Priority #:**

6

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Digital Alternative Light Source**

---

**Resource Year**

2026 Update

**What resources do we already have?**

Basic light sources (flashlights with yellow goggles).

**What resources do you need?**

Digital Alternative Light Source

**\$ Amount Requested**

10,000

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

## Resource Requests

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

Purchasing a digital alternative light source (ALS) for our crime scene investigation courses is essential for providing students with realistic, industry-aligned forensic training. ALS technology allows students to visualize trace evidence, such as biological fluids, fibers, and latent prints, in the same way professional investigators do in the field. Ensuring access to this advanced equipment directly supports EMP Goal 1: Access & Expand by giving all students equitable opportunities to work with high-quality forensic tools that enhance learning and skill development. This investment also advances EMP Goal 3: Workforce & Economic Development, as students gain hands-on experience with modern investigative technology that reduces the skills gap and increases job readiness in law enforcement, forensic science, and public safety careers. It also enables faculty to teach using current, evidence-based practices and ensuring instruction remains aligned with evolving industry standards.

A digital ALS elevates the rigor, authenticity, and competitiveness of our crime scene investigation program.

**This request for my area is Priority #:**

7

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Macro Lenses and copy stands**

---

**Resource Year**

2026 Update

**What resources do we already have?**

None

**What resources do you need?**

Macro Lenses and copy stands

**\$ Amount Requested**

6,300

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Purchasing macro lenses and copy stands for our forensic photography courses is essential for teaching students how to capture high-resolution, distortion-free images of evidence, an industry-standard requirement in modern crime scene and laboratory settings. These tools enable students to document fingerprints, tool marks, trace evidence, and other delicate materials with the precision necessary for forensic analysis and potential courtroom presentation.

This equipment directly supports EMP Goal 1: Access & Expand by providing all students equitable opportunities to work with high-quality, professional-grade photographic tools that enhance skill development.

This investment also advances EMP Goal 3: Workforce & Economic Development, as students gain hands-on experience with the specialized equipment used in real investigative and forensic environments, thereby reducing skills gaps and improving job readiness. These advanced photographic tools will enable faculty to apply current forensic photography standards and equity-minded instructional practices to meet industry standards.

**This request for my area is Priority #:**

8

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Laser Measuring Device**

---

**Resource Year**

2026 Update

**What resources do we already have?**

None

**What resources do you need?**

Laser Measuring Device

**\$ Amount Requested**

1,500

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Purchasing laser measuring devices for our crime scene investigations program is essential for providing students with accurate, professional-grade tools used in modern forensic documentation. Laser measurement technology allows students to create precise scene diagrams, record spatial relationships, and measure evidence with the same level of accuracy expected in real investigative and courtroom settings. These tools directly supports EMP Goal 1: Access & Expand by giving all students equitable hands-on experience with reliable, high-quality investigative equipment and EMP Goal 3: Workforce & Economic Development, as students develop technical competencies aligned with current law enforcement and forensic science standards, helping reduce the regional skills gap and improving career readiness. Integrating laser measuring devices also supports faculty to teach using up-to-date investigative practices and reinforce equity-minded, skills-based instruction.

**This request for my area is Priority #:**

9

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Multi-purpose Zoom LED Flashlights**

---

**Resource Year**

2026 Update

**What resources do we already have?**

A few standard flashlights

**What resources do you need?**

20 Multi-purpose Zoom LED Flashlights

**\$ Amount Requested**

600

**Resource Type**

ITEM: Instructional Supplies

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Purchasing multi-purpose zoom LED flashlights for nighttime and low-light indoor investigative instruction is essential for creating realistic, scenario-based training conditions in our crime scene investigations program. These flashlights will allow students to practice evidence searches, scene documentation, and low-visibility navigation in conditions that closely mirror actual field environments. This equipment supports EMP Goal 1: Access & Expand, by ensuring all students have equitable access to the tools required for high-quality, hands-on forensic instruction regardless of class time or location. It also aligns with EMP Goal 3 as students develop practical competencies aligned with real investigative procedures, improving job readiness and reducing the regional skills gap in public safety and forensic careers. Faculty will be able to deliver equity-minded, skills-based instruction that reflects current investigative standards. Overall, these flashlights enhance the authenticity, safety, and instructional effectiveness of nighttime and low-light forensic training.

**This request for my area is Priority #:**

10

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Professional Service for 15 DSLR Cameras**

---

**Resource Year**

2026 Update

**What resources do we already have?**

We have cameras that have not been cleaned since their purchase.

**What resources do you need?**

Professional Service for 15 DSLR Cameras

**\$ Amount Requested**

1,500

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

Professional cleaning services for our DSLR cameras is essential to maintaining the quality, accuracy, and reliability of the equipment used in our forensic photography and crime scene documentation courses. After several semesters of intensive use, professional maintenance ensures that sensors, lenses, and internal components remain in optimal condition. Maintaining our cameras directly supports EMP Goal 1, by ensuring all students have equitable access to high-functioning, well-maintained photographic equipment that enhances learning and skill development and EMP Goal 3: giving student the exposure to hands-on experiences with properly maintained professional devices. It allows for technical competency and job readiness. Supporting the upkeep of advanced photographic tools enables faculty to continue delivering high-quality, equity-minded instruction that reflects current forensic photography principles. Professional cleaning ensures our equipment remains dependable and instructional quality remains high.

**This request for my area is Priority #:**

11

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

**Terrestrial 3D Laser Scanner**

---

**Resource Year**

2026 Update

**What resources do we already have?**

Handheld FARO Freestyle Scanner

**What resources do you need?**

Terrestrial 3D Laser Scanner

**\$ Amount Requested**

50,000

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

We are requesting the newest terrestrial 3D laser scanner which would significantly elevate the quality, accuracy, and realism of our crime scene investigations program. Modern scanners allow students to capture fully immersive, high-resolution 3D reconstructions of crime scenes, giving them hands-on experience with the same advanced technology used by contemporary law enforcement, forensic units, and reconstruction professionals. This is the latest technology and ensuring access to this state-of-the-art equipment directly supports EMP Goals 1 and 3 by providing all students with equitable opportunities to learn using high-precision investigative tools that enhance academic and career pathways and allowing students the ability to gain critical technical competencies aligned with current industry expectations. This cutting-edge scanning technology will strengthen the rigor and relevance in forensic education.

**This request for my area is Priority #:**

12

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: *undefined*

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Professional Development:** Goal 6: Implement Professional development around guided pathways and equity (EMP Goal 4) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)
- **Regional Development/Partnerships:** Goal 4: Pursue, develop, and sustain collaborative partnerships (EMP Goal 6) (✓)

**Student Laptops - Microsoft based**

---

**Resource Year**

2026 Update

**What resources do we already have?**

Chromebooks

**What resources do you need?**

Microsoft based student laptops

**\$ Amount Requested**

10,000

**Resource Type**

ITEM: Equipment, Services, Software, Furniture

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

## Resource Requests

We are requesting five new Microsoft-based laptops. they will directly strengthen instructional quality by replacing classroom Chromebooks that no longer update or support the software required for our discipline's coursework. Reliable laptops ensure students can access digital forensics tools, justice-system applications, and other program-specific technologies essential for successful learning. This upgrade supports EMP Goal 1 by ensuring all students have equitable access to functional, up-to-date devices that allow them to fully participate in class activities and assessments and EMP Goal 3 as students will gain hands-on experience with industry-aligned software and digital tools used across public safety, corrections, law enforcement, and investigative careers, reducing the skills gap and improving job readiness. They will also help faculty implement technology-enhanced teaching strategies aligned with industry principles and standards. These laptops will ensures that both students and faculty can effectively engage with the modern, career-relevant technologies central to our program's success.

**This request for my area is Priority #:**

13

**Is this request**

New

**For Administrative Use Only**

**Funding Status**

**Notes**

**Council Ranking**

**2025-26 Council Ranking**

**Mapping**

Instructional: Administration of Justice: undefined

- **2025-2026 Program Unit Goals:** EMP Goal 1: Access & Expand (✓)
- **Access and Expand:** Goal 1 - Access: Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES. (EMP Goal 1) (✓)
- **Reduce working poverty and skills gap:** Goal 3 - Workforce and Economic Development: Reduce working poverty, equity and the skills gap (EMP Goal 5) (✓)
- **Regional College of Choice for ADJ:** Goal 5: Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs (EMP Goal 7). (✓)

## Resource Request

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**What resources do we already have?**

Previous yearly professional development at a variety of conferences (discipline specific, CTE, strong workforce, online learning)

**Potential Funding Source(s)**

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

**What resources do you need?**

Conferences: Western Association of Criminal Justice (WACJ), American Criminal Justice Sciences (ACJS), CCCAOE, CCCCCO, ASCCC, IEDRC, FEMA/CERT

**Request related to EMP goal or Assessment?**

EMP Goal 4  
EMP Goal 6  
EMP Goal 7

**\$ Amount Requested**

28,500

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

Program/Unit Goals  
Equity  
Assessment  
Program Review: Curriculum

**This request for my area is Priority #:**

3

## Professional Development Activity Funding Request Application

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**Attendee and Activity Information**

**Has this professional development request been discussed and approved by your department chair?**

Yes

**Date of Request**

03/08/2024

**Activity Date(s)**

Varies - Oct., March, April

**Attendee Name**

Sigrid Williams ; Mike Leese

**Position**

Full-time Faculty

**Discipline**

Administration of Justice

**Name of Activity and Organization/Sponsor**

WACJ, ACJS, CCCCCO, CCCAOE, IEDCR, ASCCC, FEMA/CERT

## Faculty Professional Development Requests

### Link to Activity Website

WACJ - <https://www.wacj.org/copy-of-annual-conference>

ACJS - <https://www.acjs.org/page/2024AMDraftProgram>

CCCAOE - <https://cccao.org/events/>

ASCCC - <https://asccc.org/calendar/list/plenary-sessions>

IEDRC - <https://wp.desertcolleges.org/#about>

CCCCO - <https://onlineteachingconference.org/>

### Location

#### City, State

Varies - Some will be in state, while others will be out of state.

#### Have you sought any other co-sponsorship (other internal and/or external funding)?

No

If yes, list source and total dollar amount.

### Estimated Costs (\$)

#### Registration

4,500

#### What is included with Registration?

Conference registration. Some may incl. 1 or more meals.

#### Air Travel or Mileage (65.5 cents/mile)

7,600

#### Hotel (tax included)

11,000

#### Airport Parking

500

#### Ground Transportation

500

#### Meals (\$75/day maximum)

4,000

#### Hotel Parking

200

#### Incidentals

200

#### Total Costs

28,500

### Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching

Maintenance of current academic/technical knowledge & skills

Courses and training implementing equity minded practices

Other activities determined to be related to educational and professional development

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

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, innovative advances in public safety, and equity. It also allows for networking with important resources (internships, employment) for our students, to make

## Faculty Professional Development Requests

our program more equitable for all students. Aligns with Strong Workforce, Perkins, Equity, AB 705, and Guided Pathways.

**How do you plan to share the information gained from the activity to your department/division? See “Dissemination Plan Ideas” document for ways to disseminate information and check all that apply.**

Provide adjunct training  
Develop professional learning materials  
Host a Workshop or “Brown Bag” discussion  
Change something in your classroom  
Share at a department meeting

**Briefly explain your selection above.**

These conferences will provide career exploration and career development activities through an organized, systematic framework. It will provide professional development for our ADJ subject matter experts. They will support the integration of academic skills in our ADJ program and courses, allow for the development of more courses and degree options. They will also support the implementation of higher quality ADJ programs of study that result in increased student achievement and develop and implement evaluative assessments of our activities and students.

**Is there anything else you would like to add?**

In an ever changing discipline, the success metrics that apply with this request include students attaining degree completions, demonstrated skills upon completion, workforce demonstrated skills, and equity.

**Approve and Submit**

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[Email Approval PD.PNG](#);

[Professional Development Approval Email Minutes.pdf](#)

## For Administrative Use Only

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**Funding Status**

**Notes**

2025 Update

## Resource Request

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**What resources do we already have?**

**Potential Funding Source(s)**

FPDC

**What resources do you need?**

**Request related to EMP goal or Assessment?**

**\$ Amount Requested**

1,124

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

Equity  
Assessment

## Faculty Professional Development Requests

This request for my area is Priority #:

### Professional Development Activity Funding Request Application

---

#### Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

**Date of Request**

02/20/2025

**Activity Date(s)**

June 16-18, 2025

**Attendee Name**

Selena McKay-Davis

**Position**

Part-time Faculty

**Discipline**

Administration of Justice

**Name of Activity and Organization/Sponsor**

CCC Online Teaching Conference

**Link to Activity Website**

<https://onlineteachingconference.org/>

**Location**

In state

**City, State**

Long Beach, CA

**Have you sought any other co-sponsorship (other internal and/or external funding)?**

No

**If yes, list source and total dollar amount.**

**Estimated Costs (\$)**

**Registration**

599

**What is included with Registration?**

Multiple workshops over three days, one buffet lunch on Tuesday

**Air Travel or Mileage (65.5 cents/mile)**

300

**Hotel (tax included)**

0

**Airport Parking**

0

**Ground Transportation**

0

**Meals (\$75/day maximum)**

165

**Hotel Parking**

60

## Faculty Professional Development Requests

### Incidentals

#### Total Costs

1,124

#### **Justification for Funding Request**

**Select the categories of professional development that best support your request. (Check all that apply)**

Improvement of teaching

Computer and technological proficiency programs

Development of innovations in instructional and administrative techniques & program effectiveness

Courses and training implementing equity minded practices

Other activities determined to be related to educational and professional development

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

**How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.**

Change something in your classroom

Share at a department meeting

Other

**Briefly explain your selection above.**

To become more equity minded as it pertains to online teaching and accessibility for my students. Able to share what I learn with other faculty within our school.

**Is there anything else you would like to add?**

This conference will help to become a better professor in our online learning environment, putting student needs first.

#### **Approve and Submit**

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[Approval for PD - Online Teaching Conference for Selena.pdf](#)

## For Administrative Use Only

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### Funding Status

### Notes

2025 Update

## Resource Request

---

**What resources do we already have?**

Professional Development 2024-2025

**Potential Funding Source(s)**

CTE: Perkins (VTEA)

CTE: Strong Workforce Project (SWP)

Equity

GRANT: Here to Career Title V

GRANT: CTE Pathways for Foster Youth

Guided Pathways

General Fund

4/2/2026

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Page 94

## Faculty Professional Development Requests

### What resources do you need?

2025-2026 Professional Development

### Request related to EMP goal or Assessment?

EMP Goal 2

EMP Goal 3

EMP Goal 4

EMP Goal 6

EMP Goal 7

### \$ Amount Requested

31,200

### Resource Type

FACULTY: Professional Development

### The evidence to support this request can be found in:

Data Review

Program/Unit Goals

Equity

### This request for my area is Priority #:

4

## Professional Development Activity Funding Request Application

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### Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

### Date of Request

03/13/2025

### Activity Date(s)

2025-2026 Academic Year

### Attendee Name

Sigrid Williams, Mike Leese, New faculty TBD

### Position

Full-time Faculty

### Discipline

Administration of Justice

### Name of Activity and Organization/Sponsor

Professional development at a variety of conferences (discipline specific, CTE, strong workforce, online learning)

### Link to Activity Website

#### 2025 UPDATE Conferences requested for 2023-2024

- American Criminal Justice Sciences (ACJS) Mar/2026 (Out of State)
- Western Association of Criminal Justice (WACJ) Oct/2025 (Out of State)
- CERT National Conference, Jun/July 2026 (Out of State)
- CCC Online Teaching Conference, Jun/2025 (In State)
- CCCAOE Fall and Spring Conferences, Oct/2025 and Apr/2026 (In State)
- International Association of Emergency Managers (IAEM) Nov/2025 (TBD)
- International Association of Crime Analysts (IACA) Sep/2025 (Out of State)

## Faculty Professional Development Requests

- ASCCC Curriculum Institute and Plenaries (3) 2025/2026 (In State)

WACJ - <https://www.wacj.org>

ACJS - <https://www.acjs.org>

CCCAOE - <https://cccae.org/events/>

ASCCC - <https://asccc.org>

IEDRC - <https://wp.desertcolleges.org/#about>

CCCCO - <https://onlineteachingconference.org/>

IACA - <https://www.iaca.net/conference>

### Location

Out-of-state

### City, State

In state and out of state

### Have you sought any other co-sponsorship (other internal and/or external funding)?

Yes

### If yes, list source and total dollar amount.

Perkins, Strong Workforce - Approx. Cost: \$31,200.

### Estimated Costs (\$)

#### Registration

6,825

#### What is included with Registration?

Conference and usually one meal a day.

#### Air Travel or Mileage (65.5 cents/mile)

6,000

#### Hotel (tax included)

11,500

#### Airport Parking

1,725

#### Ground Transportation

750

#### Meals (\$75/day maximum)

4,200

#### Hotel Parking

100

#### Incidentals

100

#### Total Costs

31,200

### Justification for Funding Request

#### Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching

Computer and technological proficiency programs

Maintenance of current academic/technical knowledge & skills

In-service training for vocational education and employment preparation programs

Development of innovations in instructional and administrative techniques & program effectiveness

Courses and training implementing equity minded practices

Other activities determined to be related to educational and professional development

## Faculty Professional Development Requests

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

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, innovative advances in public safety, and equity. It also allows for networking with important resources (internships, employment) for our students, to make our program more equitable for all students. Aligns with Strong Workforce, Perkins, Equity, AB 705, and Guided Pathways.

**How do you plan to share the information gained from the activity to your department/division? See “Dissemination Plan Ideas” document for ways to disseminate information and check all that apply.**

Develop a Flex day activity

Provide adjunct training

Develop professional learning materials

Change something in your classroom

Share at a department meeting

Other

Facilitate a conversation

**Briefly explain your selection above.**

These conferences will provide career exploration and career development activities through an organized, systematic framework. It will provide professional development for our ADJ subject matter experts. They will support the integration of academic skills in our ADJ program and courses, allow for the development of more courses and degree options. They will also support the implementation of higher quality ADJ programs of study that result in increased student achievement and develop and implement evaluative assessments of our activities and students.

**Is there anything else you would like to add?**

In an ever changing discipline, the success metrics that apply with this request include students attaining degree completions, demonstrated skills upon completion, workforce demonstrated skills, and equity.

### **Approve and Submit**

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[Professional Development Approval 2025-2026.pdf](#)

## For Administrative Use Only

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**Funding Status**

**Notes**

2026 Update

## Resource Request

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**What resources do we already have?**

2025-2026 Professional Development Funding

**Potential Funding Source(s)**

CTE: Perkins (VTEA)

CTE: Strong Workforce Project (SWP)

Equity

GRANT: Here to Career Title V

GRANT: CTE Pathways for Foster Youth

General Fund

## Faculty Professional Development Requests

Guided Pathways  
Other/None

### What resources do you need?

2026-2027 Ongoing funding for professional development

### Request related to EMP goal or Assessment?

EMP Goal 4  
EMP Goal 6  
EMP Goal 2  
EMP Goal 7  
EMP Goal 1  
EMP Goal 5

### \$ Amount Requested

29,060

### Resource Type

FACULTY: Professional Development

### The evidence to support this request can be found in:

Data Review  
Program/Unit Goals  
Equity  
Assessment  
Program Review: Curriculum

This request for my area is Priority #:

## Professional Development Activity Funding Request Application

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### Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

### Date of Request

03/09/2026

### Activity Date(s)

2026-2027 Academic Year

### Attendee Name

Sigrid Williams, Mike Leese, and Selena McKay-Davis

### Position

Full-time Faculty

### Discipline

Administration of Justice

### Name of Activity and Organization/Sponsor

Various Organizations: Western Association of Criminal Justice (WACJ), American Criminal Justice Sciences (ACJS), CCCAOE, IEDRC, FEMA/CERT, and CSDIAI

### Link to Activity Website

### Conferences requested for 2026-2027

- Western Association of Criminal Justice (WACJ) Oct/2026
- CCCAOE Fall and Spring Conferences, Oct/2026 and Apr/2027
- Southern California Gang Conferences May 2026/2027 TBD
- Academy of Criminal Justice Sciences (ACJS) Mar/2027

## Faculty Professional Development Requests

- CERT National Conference, August 2026
- CCC Online Teaching Conference, Jun/2026/2027
- ASCCC Curriculum Institute and Plenaries 2026-2027
- California State Division of the International Assoc. for Identification (CSDIAI)

Conference	Registr	Flight	Hotel	Meals	Pkg	Grnd Trans.	Mileag	Misc	Est. Total
Western Association of Criminal Justice (WACJ), October/2024, Reno NV (3 Faculty) 2nd VP and Presenter	450	1350	750	600		0	150	200	\$ 3,500
American Criminal Justice Sciences (ACJS) April/2027, Orlando, FL (1 faculty)	400	1500	1500	450		400	50	100	\$ 4,400
CCCAOE Fall Conference, Palm Springs, CA (1 Faculty)	945	0	970	300		0	140	145	\$2,500.
CCCAOE Spring Conference, Sacramento, CA (1 faculty)	945	750	1800	300	175	100	30		\$ 4,100
CCCCO Online Teaching Conference, June/2026, Anaheim, CA (2 faculty)	1100	0	1000	400		0	150	150	\$ 2,800
CERT National Conference, August/2026, Irvine (2 faculty)	1300	0	1840	800	120	0	150		\$4,210
CCCCO Online Teaching Conference, June/2027, TBD, CA (2 faculty)	1100	0	1000	400		0	150	150	\$2,800
Southern California Gangs Conference, May 2027, TBD (1 faculty)	300	0	700	300	100	0	165	185	\$1,750

## Faculty Professional Development Requests

CSDIAI, March, 2027 (1 faculty)	500	0	1610	473	250	0	155	12	\$ 3,000
<b>Total</b>	<b>7,040</b>	<b>3,600</b>	<b>11,170</b>	<b>4,023</b>	<b>645</b>	<b>500</b>	<b>1,140</b>	<b>942</b>	<b>\$ 29,060</b>

WACJ - <https://www.wacj.org>

ACJS - <https://www.acjs.org>

CCCAOE - <https://cccae.org/events/>

ASCCC - <https://asccc.org>

CSDIAI - <https://csdai.org/>

IEDRC - <https://wp.desertcolleges.org/#about>

CCCCO - <https://onlineteachingconference.org/>

CERT National Association - [https://www.nationalcert.org/2026\\_national\\_conference\\_addi.php](https://www.nationalcert.org/2026_national_conference_addi.php)

### Location

#### City, State

In state and Out of State Travel: Anaheim, CA, Irvine, CA, Palm Desert, CA, Sacramento, CA, Reno, NV, Orlando, FL,

**Have you sought any other co-sponsorship (other internal and/or external funding)?**

No

**If yes, list source and total dollar amount.**

### **Estimated Costs (\$)**

#### **Registration**

7,040

#### **What is included with Registration?**

Workshops, symposiums, some meals

#### **Air Travel or Mileage (65.5 cents/mile)**

4,740

#### **Hotel (tax included)**

11,170

#### **Airport Parking**

645

#### **Ground Transportation**

500

#### **Meals (\$75/day maximum)**

4,023

#### **Hotel Parking**

#### **Incidentals**

942

#### **Total Costs**

29,060

### **Justification for Funding Request**

**Select the categories of professional development that best support your request. (Check all that apply)**

Improvement of teaching

Computer and technological proficiency programs

Maintenance of current academic/technical knowledge & skills

4/2/2026

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Page 100

## Faculty Professional Development Requests

In-service training for vocational education and employment preparation programs  
Development of innovations in instructional and administrative techniques & program effectiveness  
Courses and training implementing equity minded practices  
Other activities determined to be related to educational and professional development

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

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, innovative advances in public safety, and equity. It also allows for networking with important resources (internships, employment) for our students, and to make our program more equitable for all students. Aligns with Strong Workforce, Perkins, Equity, AB 705, and Guided Pathways.

**How do you plan to share the information gained from the activity to your department/division? See “Dissemination Plan Ideas” document for ways to disseminate information and check all that apply.**

Facilitate a conversation  
Provide adjunct training  
Develop professional learning materials  
Change something in your classroom  
Share at a department meeting  
Other

**Briefly explain your selection above.**

These conferences will provide career exploration and career development activities through an organized, systematic framework. It will provide professional development for our ADJ subject matter experts. They will support the integration of academic skills in our ADJ program and courses, allow for the development of more courses and degree options. They will also support the implementation of higher quality ADJ programs of study that result in increased student achievement and develop and implement evaluative assessments of our activities and students.

**Is there anything else you would like to add?**

In an ever changing discipline, the success metrics that apply with this request include students attaining degree completions, demonstrated skills upon completion, workforce demonstrated skills, and equity.

### **Approve and Submit**

**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[Conference Approval Email 2026-3-16.pdf](#);

[Professional development 2026-2027.pdf](#)

## For Administrative Use Only

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**Funding Status**

**Notes**

## Resource Request

**What resources do we already have?**

2 Full-time faculty and five part-time faculty

**Potential Funding Source(s)**

General Fund

**What resources do you need?**

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

**Request related to EMP goal or Assessment?**

- EMP Goal 1
- EMP Goal 2
- EMP Goal 3
- EMP Goal 5
- EMP Goal 6
- EMP Goal 7

**\$ Amount Requested**

208,951.56

**Resource Type**

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

**The evidence to support this request can be found in:**

- Data Review
- Program/Unit Goals
- Equity
- Assessment
- Program Review: Curriculum

**This request for my area is Priority #:**

1

## Faculty Hiring Resource Request Form

**Department Information**

**Department Chair Email:**

sigrid.williams@norcocollege.edu

**Faculty Requesting Email:**

Sigrid Williams

**Faculty Position Requested:**

Assistant Professor in ADJ

**This request is for:**

Growth position in existing program

**In what sections of your program review can the objectives and justifications for a new faculty hire be found?**

**Statistical Data - Please email [Research@norcocollege.edu](mailto:Research@norcocollege.edu) to request assistance with completing questions requesting data, dashboards are under development.**

**Student Enrollment**

**Provide the total number of students enrolled in the discipline for each term in the last three years:**

Academic Year	Semester	Students Enrolled
---------------	----------	-------------------

## Faculty Hiring Resource Requests

<b>2023-2024</b>	Spring	475
<b>Total: 1183</b>	Winter	109
	Fall	494
	Summer	105
<b>2022-2023</b>	Spring	446
<b>Total: 1049</b>	Winter	87
	Fall	444
	Summer	72
<b>2021-2022</b>	Spring	342
<b>Total: 820</b>	Winter	47
	Fall	376
	Summer	52

**Provide the percent capacity/fill rate for each semester in the discipline for the last three years:**

Academic Year	Semester	Capacity Fill Rate
2023-2024	Spring	57.9
	Winter	64.9
	Fall	69.7
	Summer	81.4
2022-2023	Spring	68.6
	Winter	69.0
	Fall	55.5
	Summer	60.0
2021-2022	Spring	49.0
	Winter	56.0
	Fall	71.5
	Summer	55.3

**Provide the average class size at Census for each semester for the last three years:**

Academic Year	Semester	Average Class Size
2023-2024	Spring	25
	Winter	27.25
	Fall	29
	Summer	35
2022-2023	Spring	26.23

## Faculty Hiring Resource Requests

	Winter	29
	Fall	23.36
	Summer	24
2021-2022	Spring	28.50
	Winter	23.50
	Fall	31.33
	Summer	26

**Provide the efficiency (WSCH/FTEF) for the last three years:**

Academic Year	Efficiency
2023-2024	444.52
2022-2023	398.53
2021-2022	467.13

It should be noted that efficiency numbers are not accurate. Course caps (49) were set some 30 years ago and are greater than the number of seats in the class (42) and have gone against our advisory board recommendations to keep our courses along the same lines as POST with thirty (30) students in a class. It is also an equity issue among colleges with RCC has 26 in their lab courses with 26 as their cap, and MVC having the ability to bring in a second faculty member to help teach their lab classes. If Norco College would use the same criteria for our classes, our efficiency numbers according to our average class size would be much higher.

### **Instructional Data**

**Total number of sections offered in the discipline for the primary semesters in the previous year:**

36 sections in Fall/Spring 2022-2023. Does not include non-credit courses.

**Are any of the sections cross-listed?**

Yes

**If so, how many?**

2

**Total number of units offered in the discipline for the primary semesters in the previous year:**

108. Does not include non-credit courses or extended lab hours in ADJ-27.

### **Proportion of full-time vs adjunct instruction**

**Full-time instructors by headcount currently in the discipline:**

2

**Full-time instructors by FTEF:**

2.4-3.2 per semester

**Associate faculty instructors by headcount currently in the discipline:**

4

**Associate faculty instructors by FTEF:**

1.0 per semester

**Total FTEF reassign NOT reoccurring each year (do not include dept. chair):**

.40

**How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?**

2.0

4/2/2026

## Faculty Hiring Resource Requests

**Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)**

**Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...**

The Educational Master Plan sets out 13 Goals for the College to achieve for its students, community, and region by 2030. The ADJ discipline meets, exceeds and/or is reaching to meet six of the 13 Educational Master Plan Goals as highlighted below with additional information embedded under each bullet point from the latest program review:

**Goal 1 Access Increase the college-going rate in the region; Expand college access by doubling current headcount and FTES.**

- ADJ Program Review 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 our discipline to validate that more FTES should be dedicated to the ADJ program. We are offering a variety of courses in multiple modalities to meet our student needs.

**Goal 2 Success Implement Guided Pathways**

- ADJ Program Review 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 3 Equity Close all student equity gaps.**

- This gap was completed last year as indicated in our program review. However, we continue to monitor to prevent surprises.

**Goal 5 Workforce and Economic Development Reduce working poverty and the skills gap**

- ADJ Program Review 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. Class sizes continue to grow with additional courses being offered to meet workforce needs and reduce poverty and skills gaps.

**Goal 7 Community Development Host initiatives that impact regional development.**

- A new Community Emergency Response Team (CERT) Program was implemented in Fall 2022 to not only “train and retain” NC employees since they are all disaster service workers, but to also bridge the college with the local and regional communities to get residents disaster prepared.

**Goal 8 Programs Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.**

- ADJ Program Review 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. **All curricula has been approved for any and all modalities.**
- ADJ Program Review Goal No. 3 - ADJ faculty to promote and offer classes in our dual enrollment programs, prison program, and use our military articulations to solicit veterans into our program. We have expanded our dual enrollment program to include high schools from both Corona Norco USD and Jurupa Valley. We are also hoping to get back into the prison program with ADJ-9 Law in American

## Faculty Hiring Resource Requests

Society. Military articulation approvals are still being added and we just secured another articulation agreement in three of our course offerings with Baldy View ROP. We are also involved in credit for prior learning (CPL) within ADJ and have the ability to attract new students/correctional officers from the three prisons in our area.

### Goal 10 Workforce/Employees Expand NC workforce to support comprehensive college and develop/sustain excellent workplace culture

- ADJ Program Review 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.
- ADJ Program Review Goal No. 6 – Develop a state of the art simulation crime lab for students to participate in experiential learning. We have secured another \$25,000 in equipment and supplies to further expand our program and make us the regional choice for experiential learning. We have also moved into STEM 302 for larger work space and the ability to perform hands-on activities in the outdoors and lab settings.
- ADJ Program Review Goal No. 7 – Completed the expansion of our current CSI Certificate from the local to the state level.
- ADJ Program Review Goal No. 8 – We finalized 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). We are still working on marketing our program for professional development opportunities. We have also secured a partnership with Corona PD where students will be given the opportunity to participate as volunteer and/or paid interns with the opportunity for part-time and/or full-time employment in public safety.
- Process through curriculum two new degrees/certificates, one in corrections and one in Law, Public Policy and Society which is being marketed as the pathway to law school.

Our ADJ program has undergone a multitude of changes since 2017 and again post COVID, including tripling student enrollment, updating and improving all curriculum in all the ADJ courses now being taught at Norco College, and ensuring all ADJ courses can be taught in all available modalities, including our lab classes. Our curriculum is being updated every two years across the district to ensure our students are receiving the same rigor and relevance within our program.

In the last four years, program offerings and equipment purchases have allowed us to build one of the most comprehensive programs in the region. 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. These grants have 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.

Since 2016-2017, we have seen an enormous increase in student enrollment in ADJ from 205 to 833, a 395% increase in student enrollment with an 89.1% retention rate (a 5% decline after COVID) and a 73% success rate. We have also grown past our pre-COVID numbers and increased our success and retention numbers.

#### 2020-2023 Success and Retention Rates for ADJ v. College

	Success Rate	Success Rate	Retention Rate	Retention Rate
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## Faculty Hiring Resource Requests

	2020	2023	2020	2023
ADJ	73.1	73.5	87.2	91.9
Norco College	70.0	71.2	85.6	88.7

*College #s do not include ADJ.*

These improvements 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 can speak candidly without fear of reprisal. Different opinions are welcome and drive conversations regarding constitutional rights, justice, and reform.

### **Program of Study**

Our ADJ program has also grown over the last three years with declared majors by 30%. The largest growth rate is within our Hispanic student population making up 69% of our ADJ majors. This is 16% higher than the overall Hispanic and Latino student population at Norco College (57%) in 2019-2020. Our number of female black students declaring ADJ as their major has doubled since 2021-2022, our male black student ADJ majors has seen a 30% increase during the same time frame. Every ethnicity group has grown within the discipline.

Finally, females declaring ADJ has increased from 199 to 275 over the last two years and our male students declaring ADJ as their major has increased from 134 to 154. Further growth can only happen if we add more class sections, which would require an additional full-time faculty member. We cannot do it alone.

*Program of Study: Students Majoring in ADJ*

## Faculty Hiring Resource Requests

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
<b>Female</b>	<b>224</b>	<b>199</b>	<b>194</b>	<b>275</b>
African-American	11	9	10	17
American Indian			2	1
Asian	2	4	8	9
Hispanic	162	147	144	198
Pacific Islander	1	1		1
Two or More	2	4	3	10
Unreported	1	2	4	1
White	45	32	23	38
<b>Male</b>	<b>187</b>	<b>134</b>	<b>124</b>	<b>154</b>
African-American	4	7	9	10
American Indian				1
Asian	8	5	8	8
Hispanic	145	97	79	103
Pacific Islander				1
Two or More	4	3	5	4
Unreported	3	1		
White	23	21	23	27
<b>Non-Binary</b>			<b>1</b>	<b>2</b>
Hispanic			1	2
<b>Unreported</b>		<b>1</b>	<b>1</b>	
Hispanic		1	1	
<b>Total</b>	<b>411</b>	<b>334</b>	<b>320</b>	<b>431</b>

### Student Awards

The current degrees and certificates awarded by the college based on our student's program of study data from 2022-2023 was approx. 11% (16,537 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 in ADJ would be approximately 47. In June 2022, Norco College awarded 62 degrees and certificates to students in the ADJ programs. In 2016-2017, there were only 11 degrees/certificates awarded. This is a testament to the students enrolling and completing their courses of study in ADJ.

### Post-Secondary Retention and Placement

The current 2023-2024 College Core Indicator Information for ADJ shows Cohort Year CTE Enrollment at 574 and CTE Headcount at 409. Under Post-Secondary Retention and Placement,

## Faculty Hiring Resource Requests

ADJ is 7.1 percent above the negotiated district and state level, and 6.1 percent above negotiated levels among individuals with economically disadvantaged families. Each Core Indicator shows that the ADJ program is above the negotiated levels.

### College Core Indicator Information by 4-Digit TOP (2023-2024)

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: RIVERSIDE/NORCO

2105 - Administration of Justice

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 574**

**CTE Headcount: 409**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2020- 2021 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
1 CTE Cohort*	86	87	91.75	91.75	98.85	7.1	16.3
2 Individuals Preparing for Non-Traditional Fields	44	45	91.75	91.75	97.78	6.0	15.2
3 Out of Workforce Individuals	2	2	91.75	91.75	100.00	N/A	N/A
4 Individuals with Economically Disadvantaged Families	46	47	91.75	91.75	97.87	6.1	15.3

## Employment with higher than Liveable Wages

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 as seen in the below table. 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.

According to the Center of Excellence, over 900 high-quality job openings in public safety are projected annually through 2026.

### Education level, projected demand and earnings for high-quality occupations

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Police and Sheriff's Patrol Officers	CC	3,022	277	626	\$47.40
Correctional Officers and Jailers	CC	1,793	173	420	\$39.33
Firefighters	CC	1,460	134	297	\$30.74
Detectives and Criminal Investigators	CC	544	46	111	\$51.18
Paralegals and Legal Assistants	CC	474	69	171	\$29.37
Court, Municipal, and License Clerks	CC	444	54	120	\$24.04
Transportation Security Screeners	CC	344	35	108	\$23.92
First-Line Supervisors of Security Workers	CC	334	48	102	\$23.85
Public Safety Telecommunicators	HS	439	47	104	\$29.22

Source: *Regional Labor Statistics from the Center of Excellence for Labor Market Research*

**Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.**

A new hire will relieve some of the responsibility on the two full-time ADJ faculty currently employed at Norco College. A more comprehensive educational experience with another F/T experienced in academic pedagogy and the rigor and relevance needed within the discipline is needed for continued student success. This

## Faculty Hiring Resource Requests

additional full-time faculty will expand the expertise and breadth within our program, FTES growth, and section offerings. This F/T faculty member will also relieve some of the responsibilities as it pertains to college governance, committees, assessments, guided pathways, advisory boards, etc.

Another F/T faculty and the growth of the program will attract more students into the field of public safety. It will also help with 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.

It should also be noted that current state legislation will require anyone entering a public safety academy to possess a minimum of a two-year degree in a related discipline. This means that the ADJ program will be required grow within its regional identity as a comprehensive public safety program.

### Explain the impact this hire will have on other disciplines, programs, and the college.

This new hire will be able to further the college's EMP goals, and contribute to other goals not listed above, specifically Goal 5 - ...establish a distinct regional identity and organization. This new hire will also contribute to Goal 10 with the ability to enhance our program offerings and help support a comprehensive college and sustain an excellent workplace culture. There is no negative affect this new hire will have on other disciplines or programs.

### Explain the impact if this faculty position is NOT hired.

Burnout of current fulltime faculty. Two F/T faculty cannot do this alone in our current state. Loss of F/T faculty involvement in college governance and other responsibilities for the region, especially in CTE. Our current F/T faculty are involved in college, district, and state work and this will diminish without additional help.

Two full-time faculty cannot do it alone with the number of students and degrees/certificates being offered and the required assessments and curriculum updates needed to be performewd every two years. Without another F/T faculty, there will lack the ability to meet EMP Goal 1, EMP Goal 2, EMP Goal 3, EMP Goal 5, EMP Goal 7, and the inability to expand the expertise and breadth of the program, FTES growth, and section offerings.

### Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

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. Assembly Bill 89 and Assembly bill 458 will dramatically change the requirements to become a police officer, including the requirement to have a degree in a related field.

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

Current work being done by the single F/T faculty for our ADJ program includes:

### Considered or could be considered within contractual requirements:

Teaching 15 units/semester	Guided Pathways	Assoc. Faculty Mentoring
Academic Council Co-Chair	Assessments (SLO's/PLOs)	Student Advising

## Faculty Hiring Resource Requests

College Council	Program Review/Updates	Safety Committee
All Council Co-Chair Mtgs.	Curriculum Updates	Building/Floor Captain
Senate CTE Liaison	New degrees/certificates	Canvas Resources for P/T
Racial Justice Task Force	New Course Implementation	High Intensity Labs
Student Equity	lol Committee – F/T faculty	DE Curriculum (not DX)
CJSA Club Advisor	lol's on 6 Associate Faculty/yr.	DE Lab Supply Kits
Zero Cost Textbooks	Student events/Palm Pathway	Outreach
Curriculum for Honors	Inclusion of 3 ADJ courses in GE	OER

### Outside of normal contractual requirements (CTE programs):

Bi-Annual Discipline Advisory Boards	Perkins Grant
Regional Advisory Board District Discipline Mtgs.	Researching equipment purchases City of Corona Internships
CERT Program Manager (Non-credit)	City of Corona Public Safety Internships
IEDRC Faculty Liaison	City of Norco – CERT Program
District Hiring Committee/Public Safety	CTE Program Outreach
Hiring P/T faculty	Public Safety Job Fairs
Community Outreach	Public Safety Symposiums
CNUSD CTE Expo	Lab and Equipment Inventory
Regional Collaboration	Program Photoshoots/Regular Updates
Dual enrollment	Faculty Equivelencies (Vice Chancellor Rep).
CTE Advocacy	Academic Counseling
Workforce and Economic Development	CRC – Prison Program (Pending)
IEDRC Annual Planning Retreat	CCC Leadership Academy
Community Education FEMA – Emergency Management	FEMA – Master Instructor/CERT FEMA – Train the Trainer Instructor (CERT)
FEMA – Program Manager (CERT) ASSS CTE Leadership Committee	POST/CCC Public Safety Workgroup (AB 89) CCCCO - CTE Advocacy
Yearly Conferences (some off contract) 3-4 Discipline specific 1-2 CTE specific 1 Workforce related 1-2 Online teaching specific	Articulations MAPS BVROP Public Safety Wk. Experience (ADJ-200)

*It should be noted that the above work being done by faculty members with no reassign or release time.*

**Please add any relevant documents here.**

## Faculty Hiring Resource Requests

### Instructional Summary - Complete this section for Instructional Faculty only

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1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?  
1.05
2. How many approved hires within this discipline are currently unfilled?  
0
3. How many growth positions in this discipline are being requested and prioritized before this position?  
0
4. Complete the calculation =  $(1-2-3) =$   
1.05
5. How many full-time faculty were employed in the discipline in the most recent Fall term?  
2
6. Department Relative need total:  
2.0

### Counseling Summary - Complete this section for Counseling Faculty only

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1. The number of students for the most recent Fall term relevant to your program.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation:  $(2) + (3) =$
5. Please provide a state-mandated or institutional set student per faculty target ratio.
6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need:  $(6/4) =$

### Library Summary- Complete this section for Library Faculty only

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1. The number of FTES for the most recent Fall term.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation:  $(2) + (3) =$
5. The state-mandated or institutional set FTE per faculty ratio.
6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need:  $(6/4) =$

## Faculty Hiring Resource Requests Submit

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### Ready to Submit?

Yes

## For Administrative Use Only

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### Funding Status

Completed/Funded

### APC Ranking

2

### Notes

Funded and in the hiring process Spring 2025

## Program Review Reflections

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### **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.

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.

Just like students require constructive feedback, faculty performing the program review should receive feedback on the thoroughness of their program review; constructive feedback on the assessment of data and not the program as the program review committee are not the subject matter experts. Rubrics are a good tool. Nowhere was I able to find the rubric for this comprehensive program review. How about a rubric or SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for the faculty to use to rate their programs overall and celebrate the good that exists in their programs, and determine where deficiencies may exist? This would make this program review larger in scope, more relevant and much more meaningful. After countless hours attempting to get the tables and figures to appear properly in the printed version of this report, I have since created the entire program review in one document with table and figures appearing as they should in here in this document. The full program review document can be found in the document repository title Program Review 2024.pdf.

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

Nowhere in this program review does it ask the importance of the discipline or CTE and how it aligns with the state's guided pathways requirements. This should be included as a reminder for all CTE disciplines. You may also consider asking questions about CPL as this will be a requirement for all colleges. A CPL Plan of Action Study is due every year and this is one way to collect data for the president to use in her write up for the CCCC.

### **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. I did however notice the other programs have been separated to look at specific data as it pertains to veterans, honors, etc.

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.**

## Reflections and Submission

### Submission

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

Yes

2025 Update

### Program Review Reflections

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#### **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 and discipline as a whole to improve student learning and their programs and are honest in their assessments. I use program review as a checklist to ensure our goals are aligned correctly, data-driven, focused on student needs (student centered), and identifying opportunities for innovation and growth that align with the college's strategic plan and industry needs.

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

To understand our program's plans, goals, and needs, the committee should ask: *What outcomes are we aiming to achieve, what resources or support are essential, and what challenges might impact success?* These questions would uncover priorities, requirements, and potential obstacles similar to a SWOT Analysis and using SMART goals to set standards within our disciplines.

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

We always rely on the Center of Excellence, the Bureau of Labor Statistics and a variety of other sources to help us navigate our program and areas of study.

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

## Submission

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

Yes

2026 Update

### Program Review Reflections

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

Useful feedback. Program review becomes meaningful and relevant for our discipline when it directly reflects the work we do to improve student learning, assessment practices, and continuous refinements that strengthen our program each year. It is most valuable when it provides a clear, honest picture of our instructional needs and successes, helping us align resources, curriculum, and professional development with the evolving standards of the criminal justice field.

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

While I know this is merely an update, the committee could seek to understand how our assessment results shape both our immediate and long term goals, what industry aligned instruction really means, and how these needs align with workforce expectations in the criminal justice and forensic fields. Understanding the barriers that limit our ability to deliver hands-on, equitable instruction, and what professional development opportunities would most strengthen faculty expertise in emerging technologies and equity-minded teaching. We are in a discipline that shows a 13-14% growth rate in the next five years.

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

I noticed that CPL data on credit offerings is not available by discipline. This information can be exported from MAP, however only those that work in the dashboard would know where to download the information. For next year, a tutorial on how to retrieve the information, or an export file uploaded into Nuventive would be helpful for the disciplines that are offering CPL. I would be happy to help with the training or export.

## Reflections and Submission

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

## Submission

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

Yes