NORCO COLLEGE

Program Review - Overall Report

2024 - 2027

Instructional: Administration of Justice

Overall Trends

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

Preamble

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 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.

Data Review

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 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)

Profession/Job Title	Hourly Mean Wage	Annual Mean Wage	Job Outlook Projected 2022-2032
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*

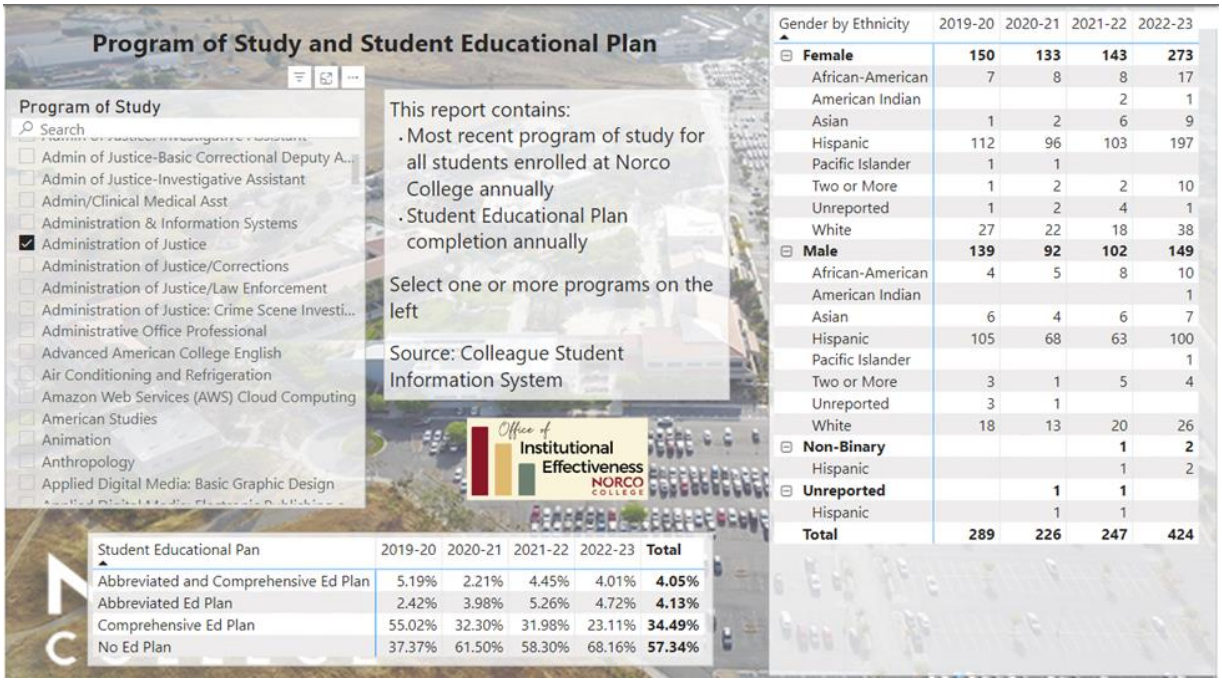
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	369	395	497	515	649
Male	243	364	287	292	381
Total	613	763	786	814	1043
Growth from 18-19		24%	28%	32%	70%
Growth from 19-20			3%	6%	36%
Growth from 20-21				3%	32%
Growth from 21-22					28%

Data Review

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 areno 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*



Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	**150**	**133**	**143**	**273**
African-American	7	8	8	17
American Indian			2	1
Asian	1	2	6	9
Hispanic	112	96	103	197
Pacific Islander	1	1		
Two or More	1	2	2	10
Unreported	1	2	4	1
White	27	22	18	38
Male	**139**	**92**	**102**	**149**
African-American	4	5	8	10
American Indian				1
Asian	6	4	6	7
Hispanic	105	68	63	100
Pacific Islander				1
Two or More	3	1	5	4
Unreported	3	1		
White	18	13	20	26
Non-Binary			**1**	**2**
Hispanic			1	2
Unreported		**1**	**1**	
Hispanic		1	1	
Total	**289**	**226**	**247**	**424**

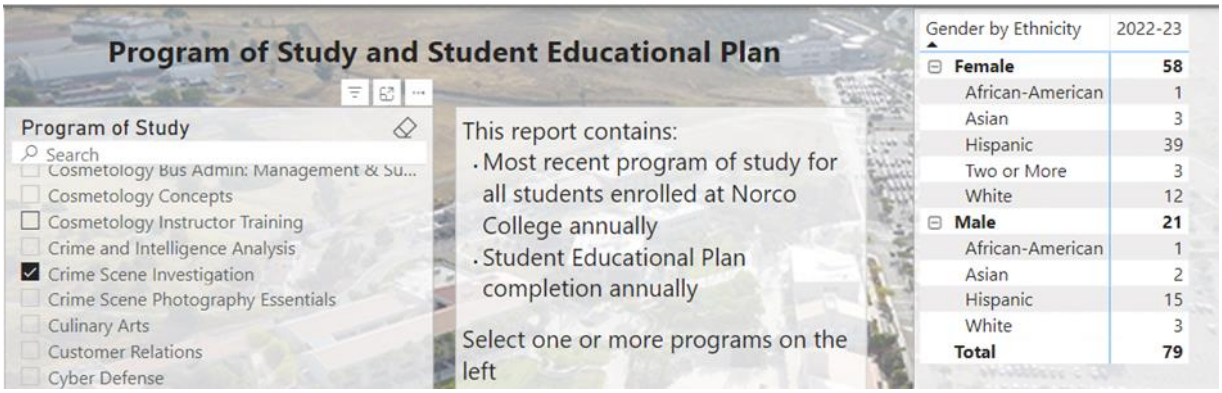
Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	5.19%	2.21%	4.45%	4.01%	**4.05%**
Abbreviated Ed Plan	2.42%	3.98%	5.26%	4.72%	**4.13%**
Comprehensive Ed Plan	55.02%	32.30%	31.98%	23.11%	**34.49%**
No Ed Plan	37.37%	61.50%	58.30%	68.16%	**57.34%**

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



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
ADJ-1	8	241	24.12	395	6	61.0%
ADJ-12	1	42	5.13	44	1	95.5%
ADJ-13	4	147	14.70	223	6	65.9%
ADJ-14	2	33	4.77	89	0	37.1%
ADJ-19	1	13	1.31	88	0	14.8%
ADJ-2	2	46	4.60	83	0	55.4%
ADJ-20	1	19	1.90	45	0	42.2%
ADJ-3	4	143	14.32	220	3	65.0%
ADJ-4	1	19	1.90	49	0	38.8%
ADJ-5	1	22	2.20	42	0	52.4%
ADJ-8	1	33	3.30	49	0	67.3%
ADJ-9	2	59	5.90	75	0	78.7%
Total	**28**	**817**	**84.15**	**1,402**	**16**	**58.3%**

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%.

Data Review

Table 6: *2022-2023 Fill Rates*

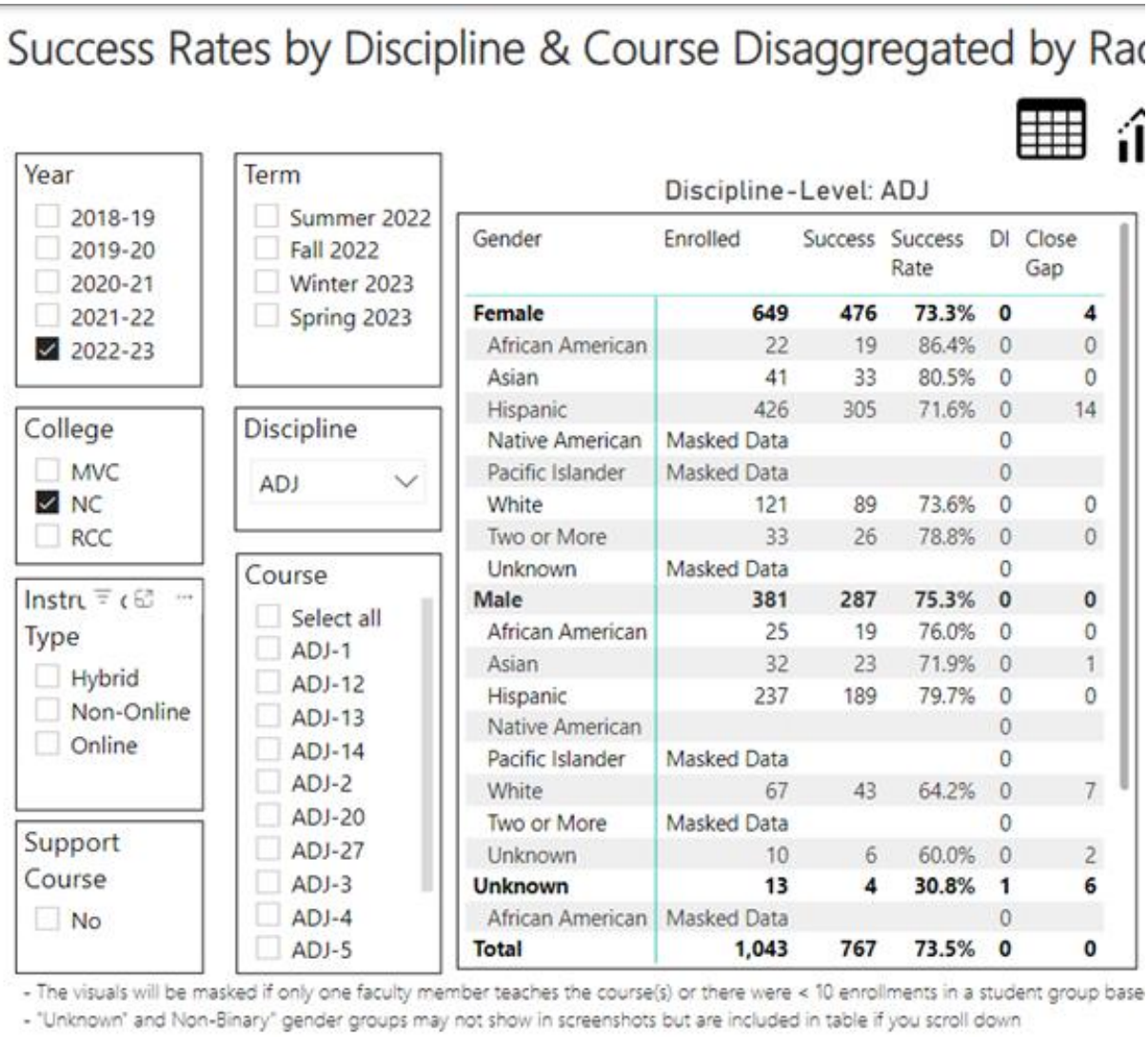
Course	Primary Sections	Enrollments	Proj Enrl FTES	Capacity	Waitlisted	Fill Rate No ILA
ADJ-1	19	539	54.07	815	11	66.1%
ADJ-12	4	127	15.52	161	4	78.9%
ADJ-13	10	283	28.30	395	8	71.6%
ADJ-14	4	58	7.09	168	0	34.5%
ADJ-19	1	6	0.60	42	0	14.3%
ADJ-2	3	104	10.40	168	0	61.9%
ADJ-20	2	56	5.60	84	0	66.7%
ADJ-24	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%
Total	**85**	**2,232**	**229.12**	**3,523**	**47**	**63.4%**

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*

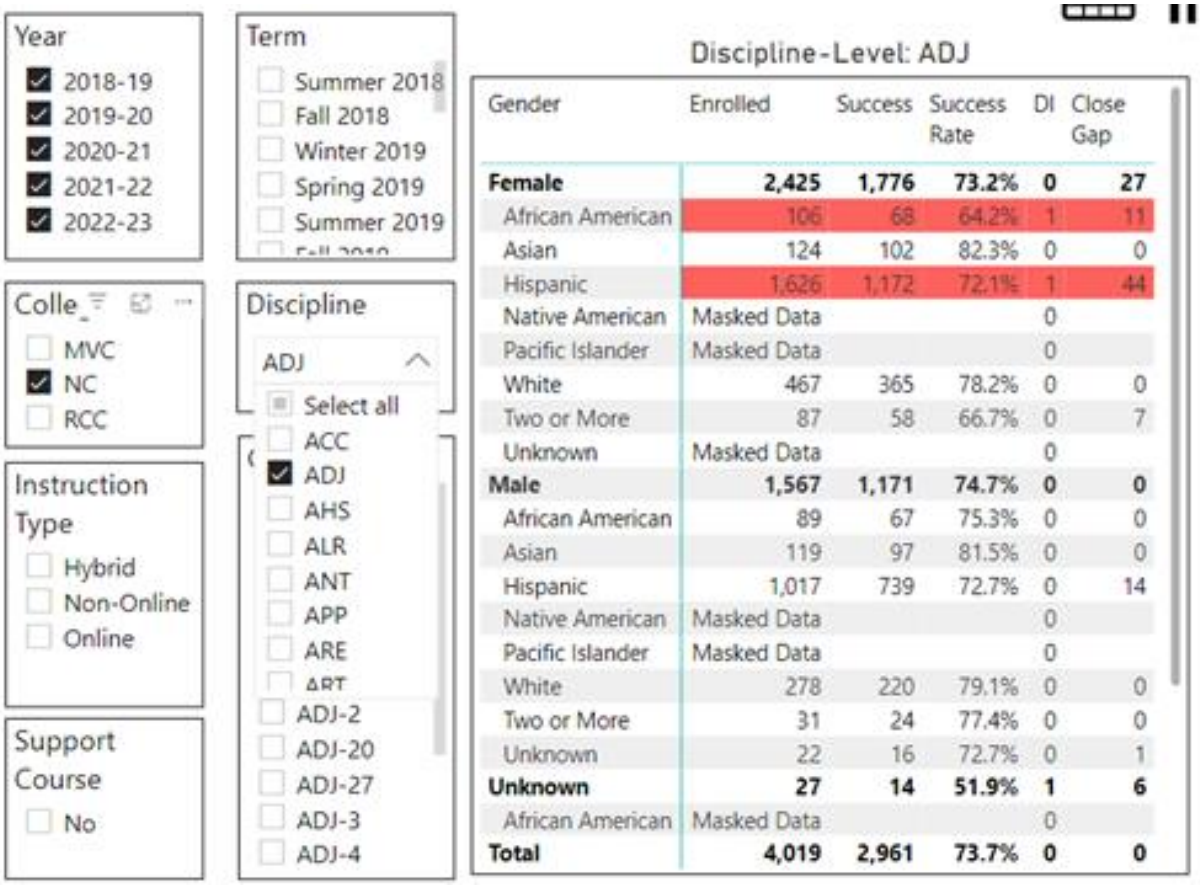
Data Review



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



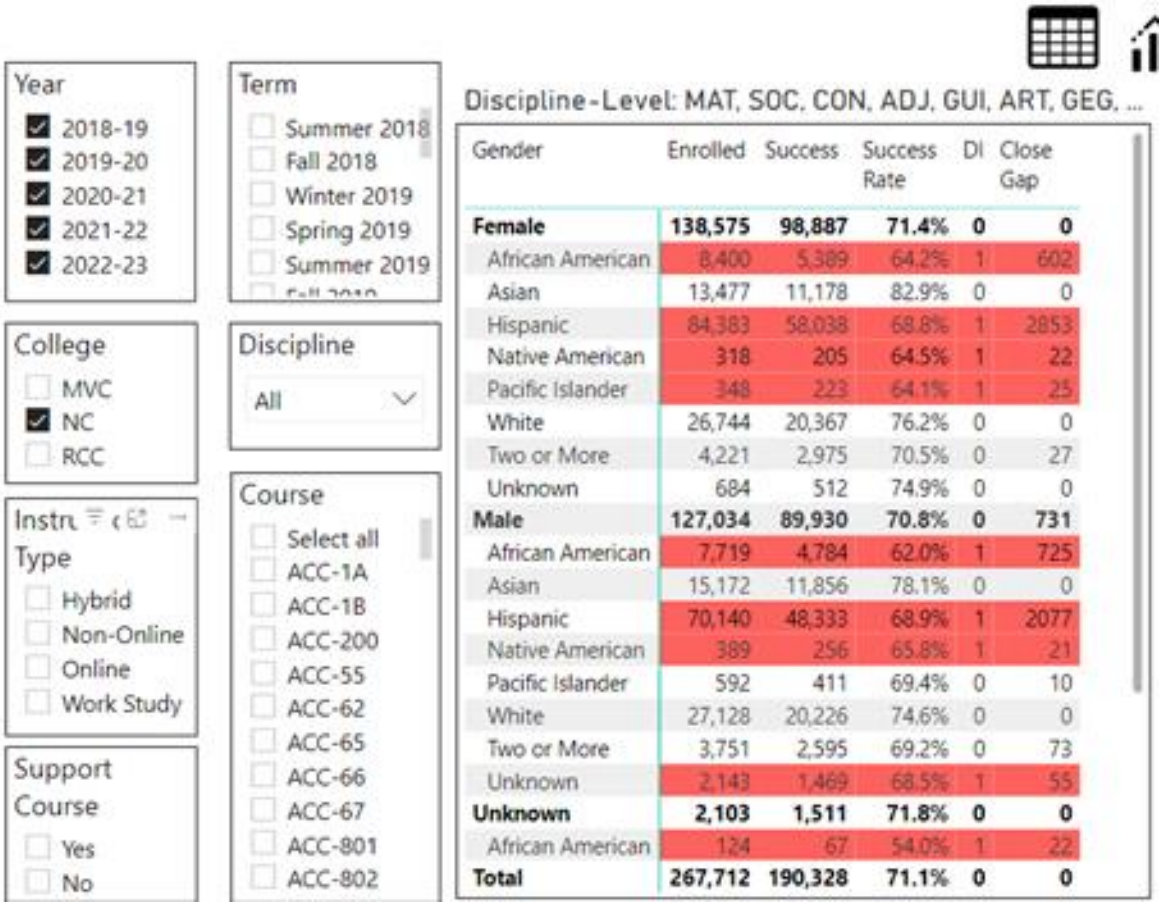
Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**2,425**	**1,776**	**73.2%**	**0**	**27**
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	
Male	**1,567**	**1,171**	**74.7%**	**0**	**0**
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
Unknown	**27**	**14**	**51.9%**	**1**	**6**
African American	Masked Data			0	
Total	**4,019**	**2,961**	**73.7%**	**0**	**0**

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*

Data Review

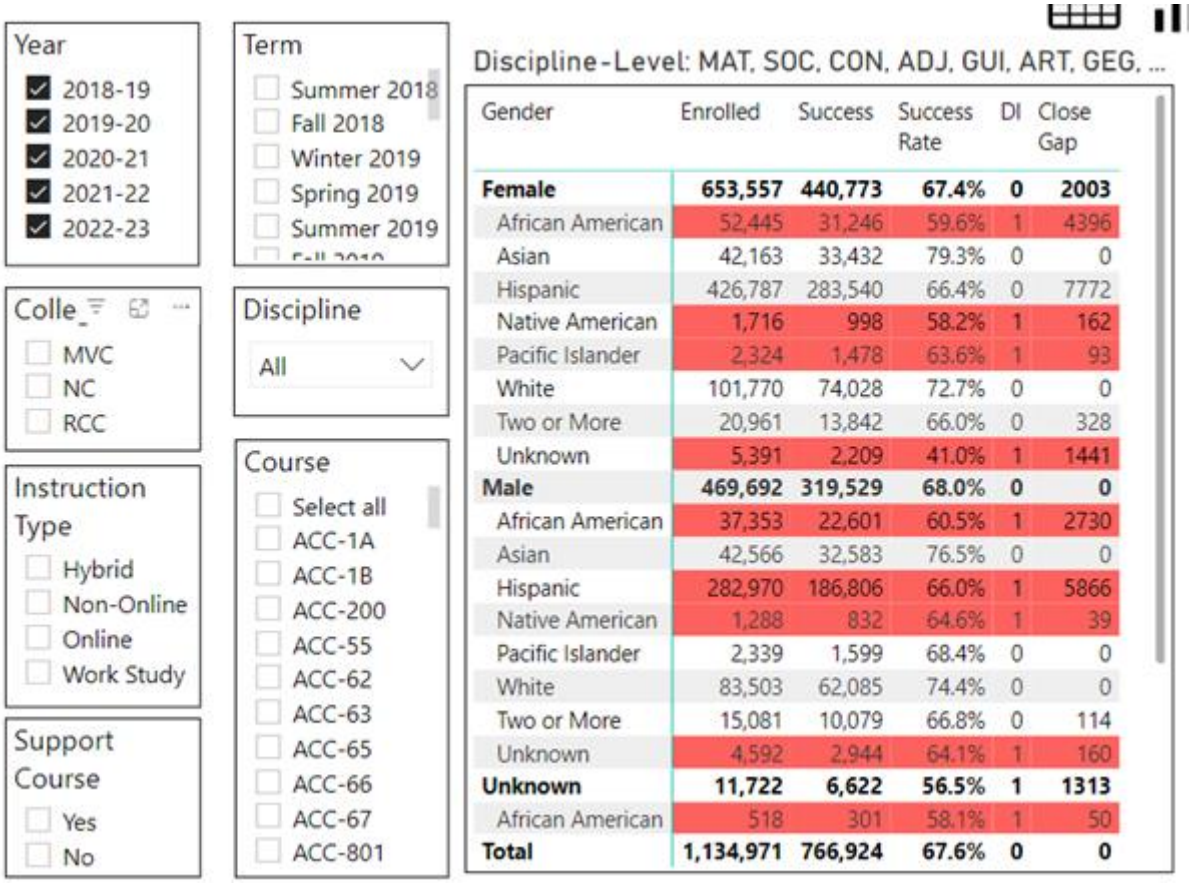


Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**138,575**	**98,887**	**71.4%**	**0**	**0**
African American	8,400	5,389	64.2%	1	602
Asian	13,477	11,178	82.9%	0	0
Hispanic	84,383	58,038	68.8%	1	2853
Native American	318	205	64.5%	1	22
Pacific Islander	348	223	64.1%	1	25
White	26,744	20,367	76.2%	0	0
Two or More	4,221	2,975	70.5%	0	27
Unknown	684	512	74.9%	0	0
Male	**127,034**	**89,930**	**70.8%**	**0**	**731**
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
Unknown	**2,103**	**1,511**	**71.8%**	**0**	**0**
African American	124	67	54.0%	1	22
Total	**267,712**	**190,328**	**71.1%**	**0**	**0**

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

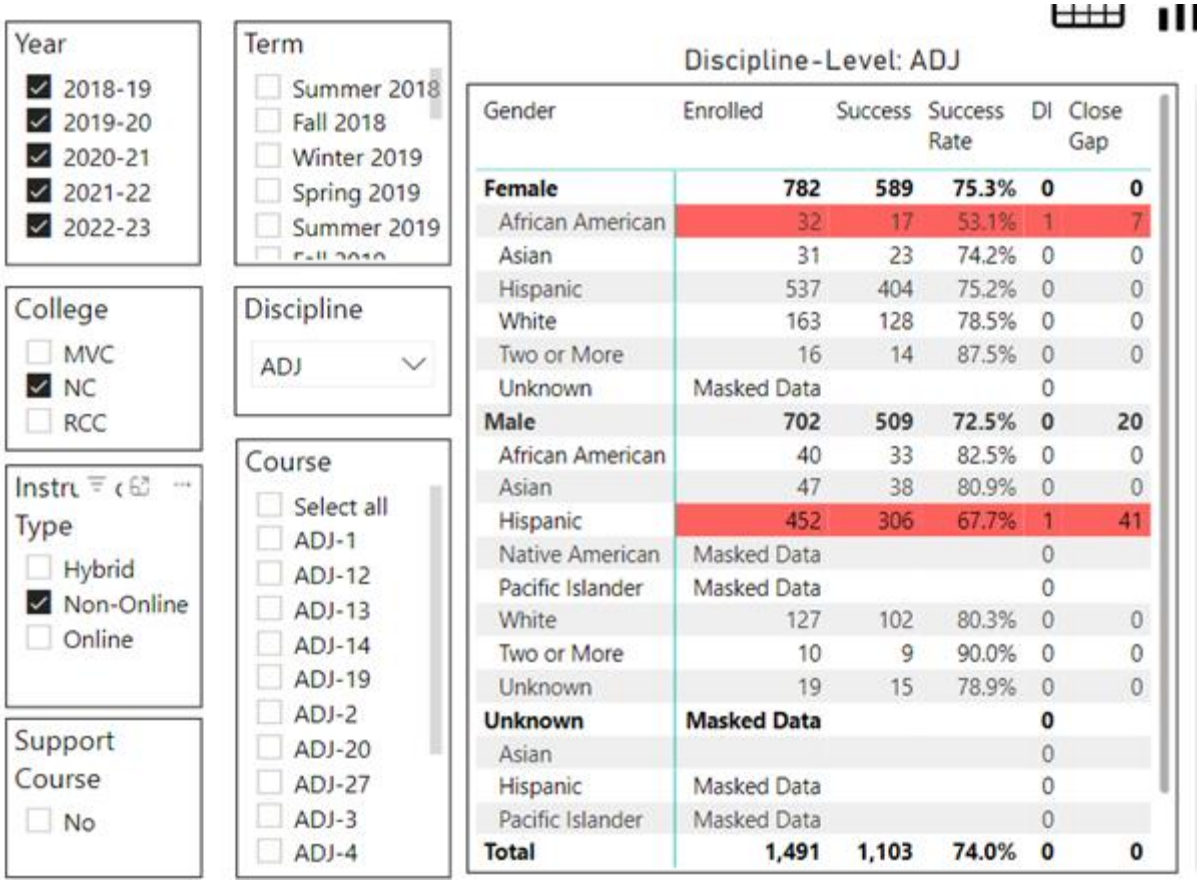


Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**653,557**	**440,773**	**67.4%**	**0**	**2003**
African American	52,445	31,246	59.6%	1	4396
Asian	42,163	33,432	79.3%	0	0
Hispanic	426,787	283,540	66.4%	0	7772
Native American	1,716	998	58.2%	1	162
Pacific Islander	2,324	1,478	63.6%	1	93
White	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
Male	**469,692**	**319,529**	**68.0%**	**0**	**0**
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
Unknown	**11,722**	**6,622**	**56.5%**	**1**	**1313**
African American	518	301	58.1%	1	50
Total	**1,134,971**	**766,924**	**67.6%**	**0**	**0**

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



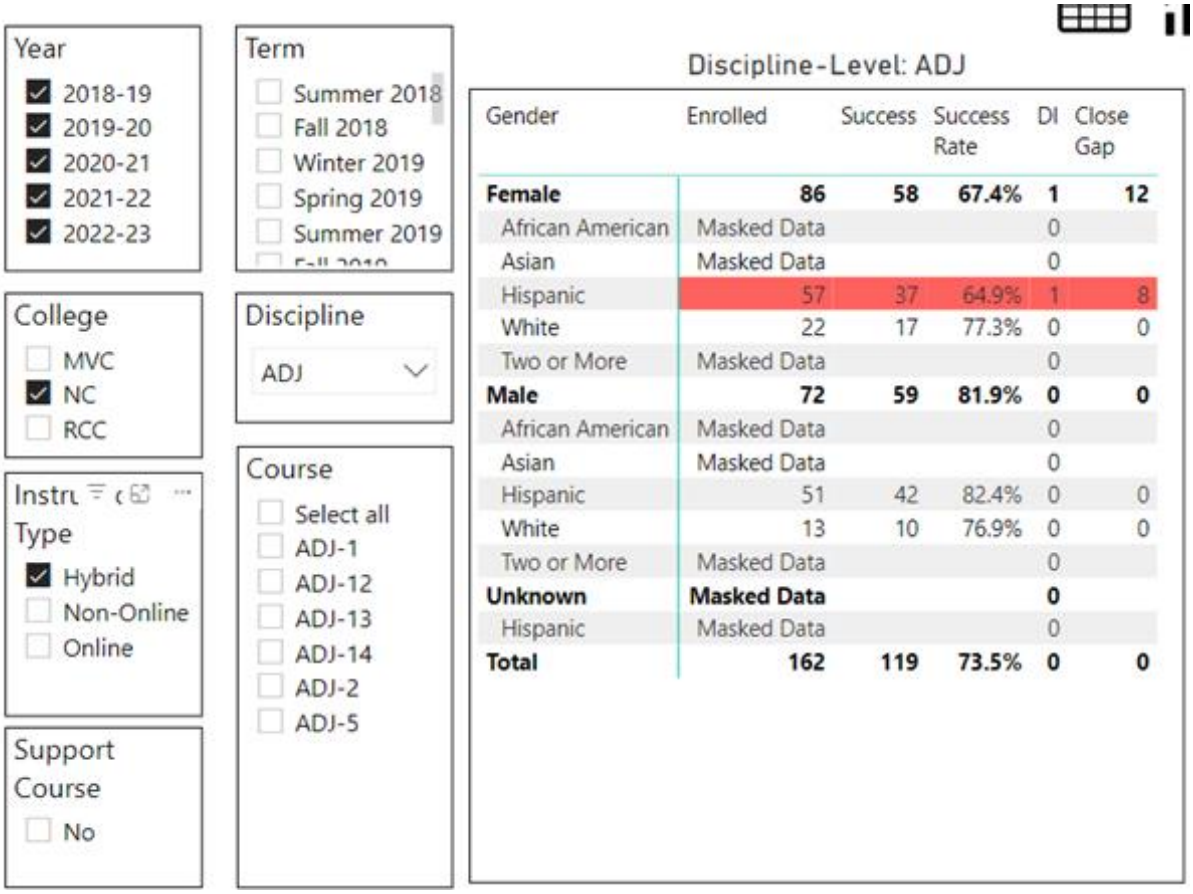
Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**782**	**589**	**75.3%**	**0**	**0**
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	
Male	**702**	**509**	**72.5%**	**0**	**20**
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
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic	Masked Data			0	
Pacific Islander	Masked Data			0	
Total	**1,491**	**1,103**	**74.0%**	**0**	**0**

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 Hispanice femlaes. This gap has since been closed.

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

Data Review



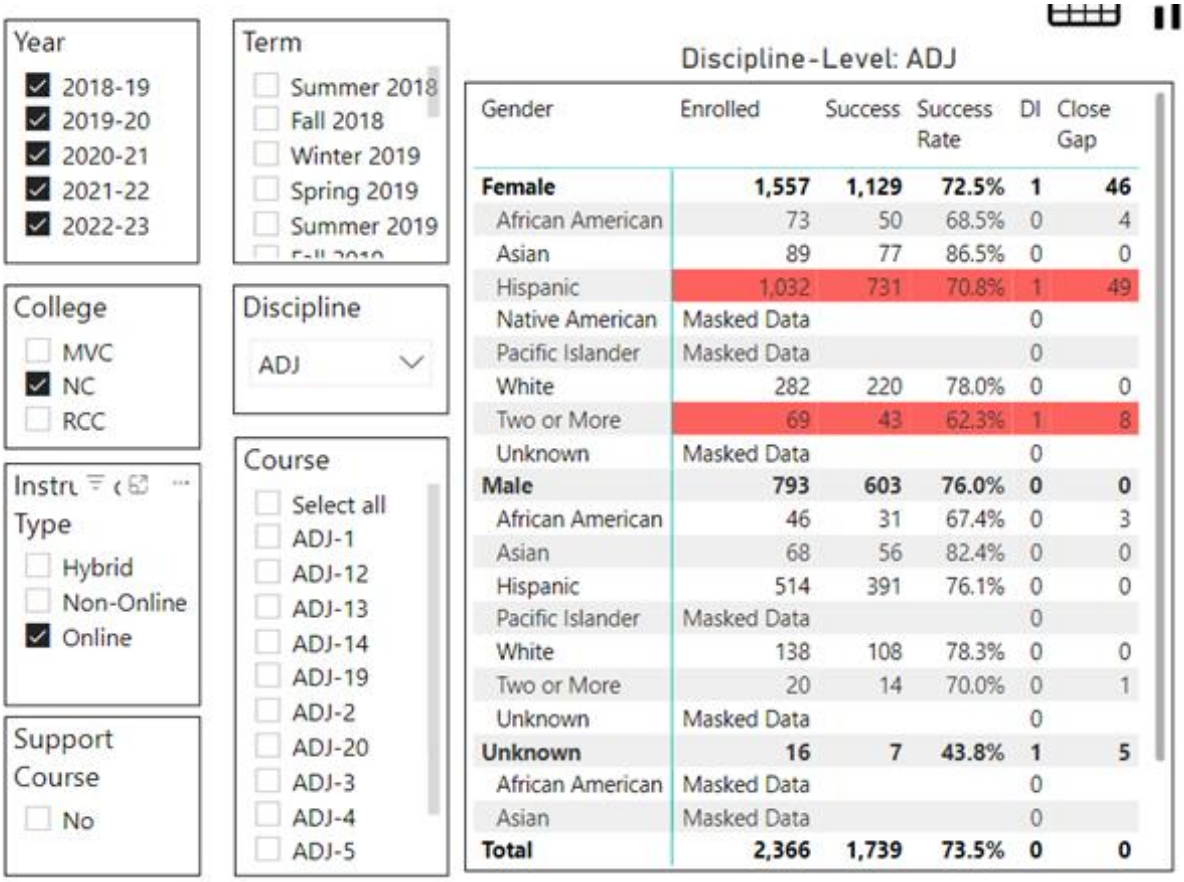
Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**86**	**58**	**67.4%**	**1**	**12**
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	
Male	**72**	**59**	**81.9%**	**0**	**0**
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	
Unknown	**Masked Data**			**0**	
Hispanic	Masked Data			0	
Total	**162**	**119**	**73.5%**	**0**	**0**

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



Discipline-Level: ADJ

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,557**	**1,129**	**72.5%**	**1**	**46**
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	
Male	**793**	**603**	**76.0%**	**0**	**0**
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	
Unknown	**16**	**7**	**43.8%**	**1**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Total	**2,366**	**1,739**	**73.5%**	**0**	**0**

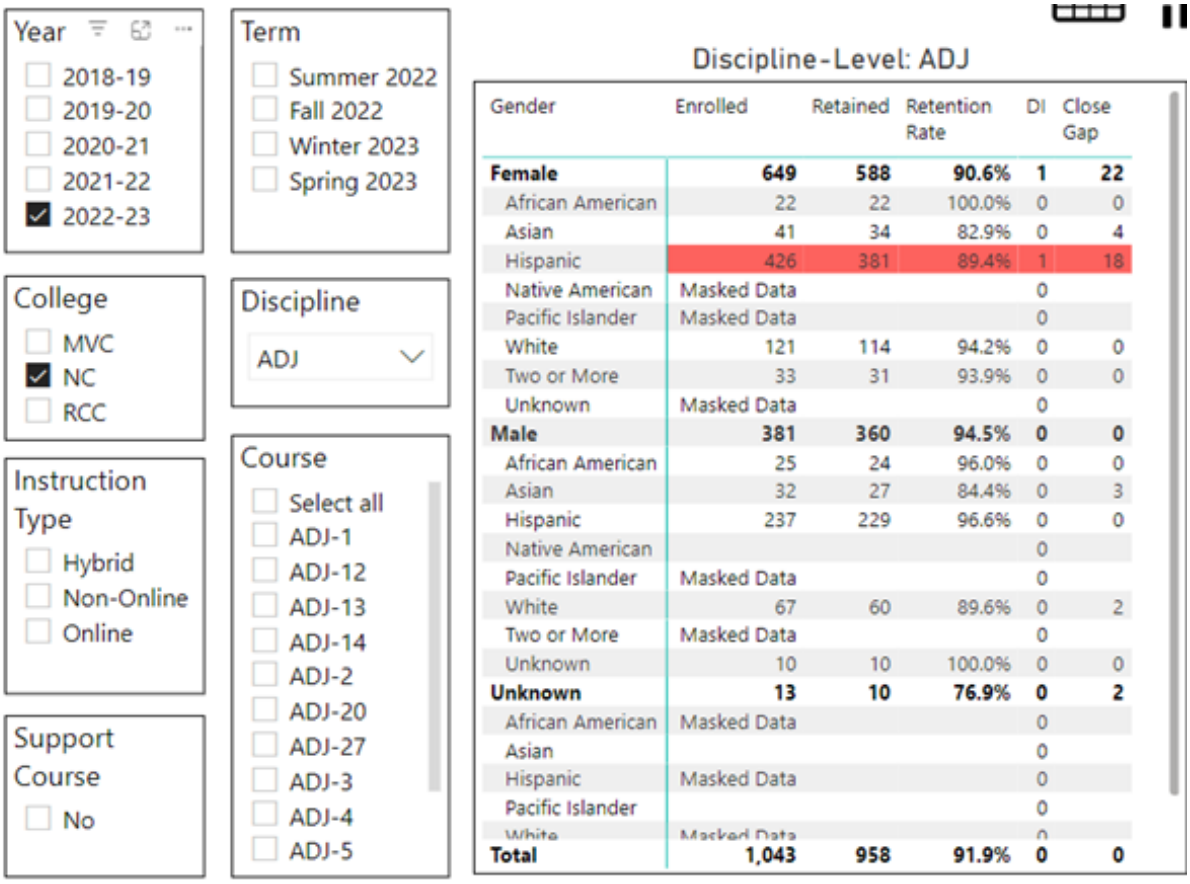
Overall Trends in Retention

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.

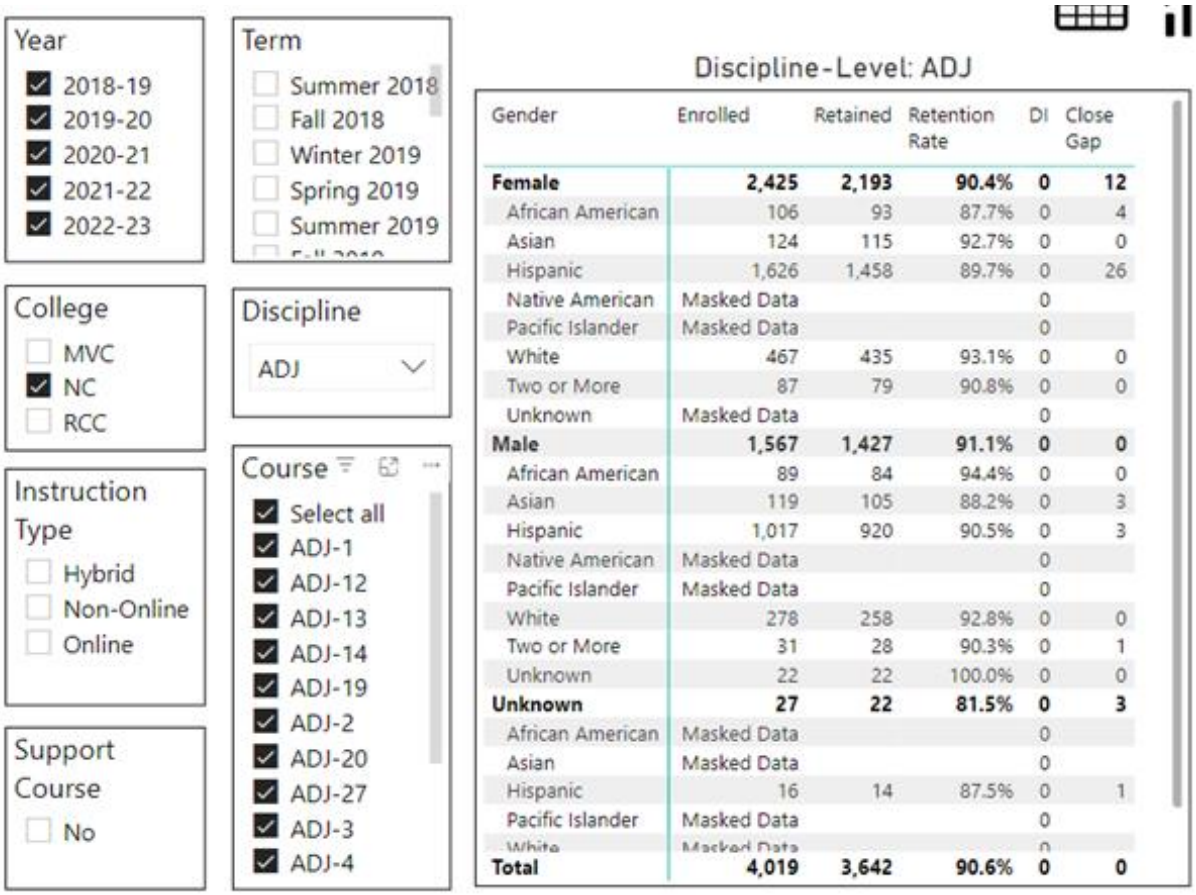
Table 14: *2022-2023 Retention Rates: ADJ*

Data Review



Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**649**	**588**	**90.6%**	**1**	**22**
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	
Male	**381**	**360**	**94.5%**	**0**	**0**
African American	25	24	96.0%	0	0
Asian	32	27	84.4%	0	3
Hispanic	237	229	96.6%	0	0
Native American				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
Unknown	**13**	**10**	**76.9%**	**0**	**2**
African American	Masked Data			0	
Asian				0	
Hispanic	Masked Data			0	
Pacific Islander				0	
White	Masked Data			0	
Total	**1,043**	**958**	**91.9%**	**0**	**0**

Table 15: *2018-2023 Retention Rates: ADJ*

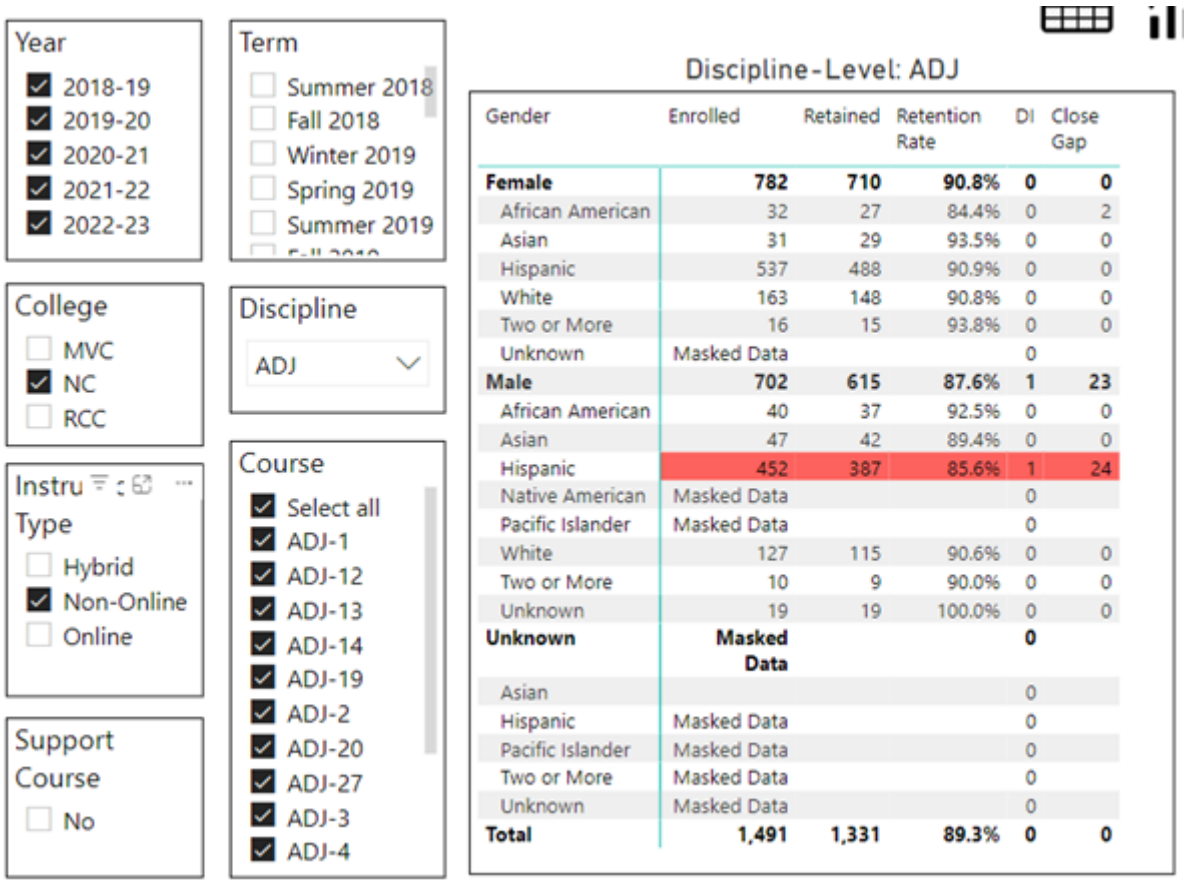


Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**2,425**	**2,193**	**90.4%**	**0**	**12**
African American	106	93	87.7%	0	4
Asian	124	115	92.7%	0	0
Hispanic	1,626	1,458	89.7%	0	26
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	467	435	93.1%	0	0
Two or More	87	79	90.8%	0	0
Unknown	Masked Data			0	
Male	**1,567**	**1,427**	**91.1%**	**0**	**0**
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
Unknown	**27**	**22**	**81.5%**	**0**	**3**
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	
Total	**4,019**	**3,642**	**90.6%**	**0**	**0**

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)*

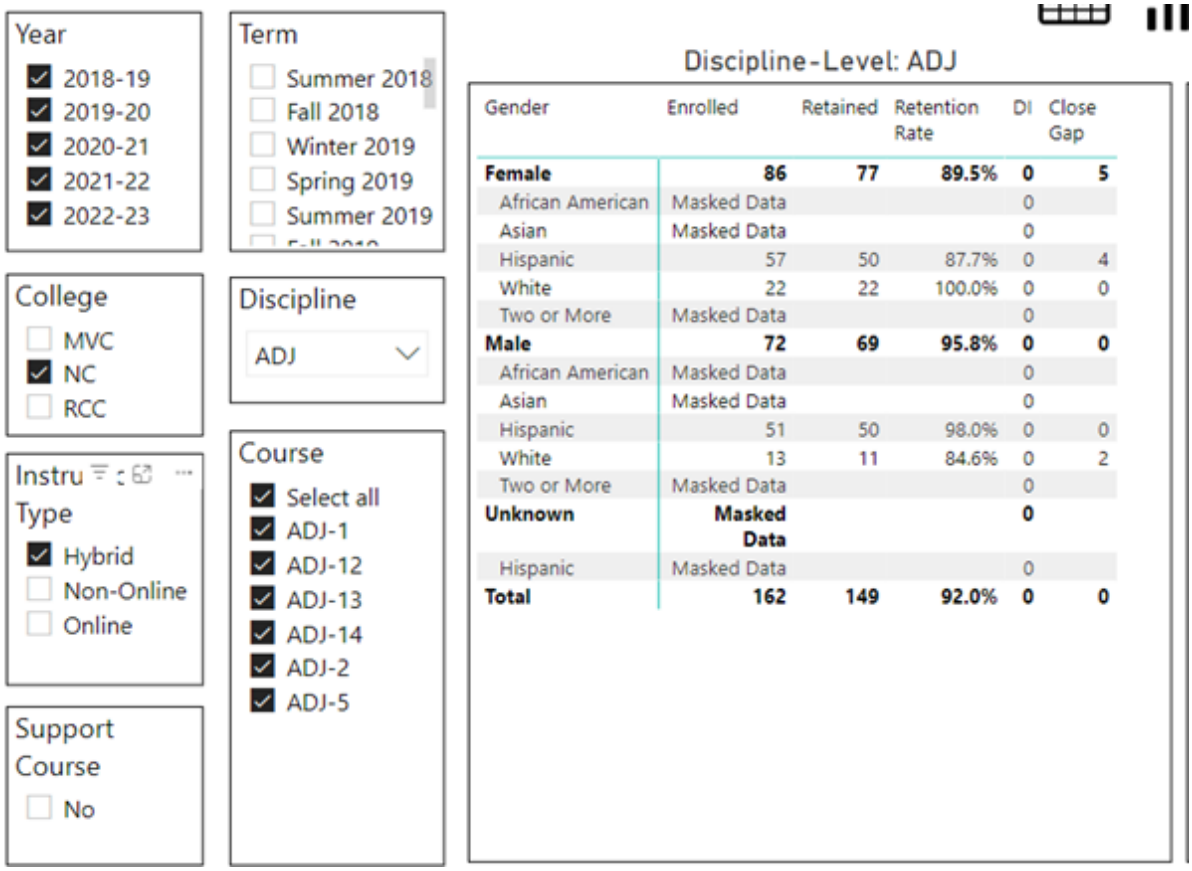


Discipline-Level: ADJ

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**782**	**710**	**90.8%**	**0**	**0**
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	
Male	**702**	**615**	**87.6%**	**1**	**23**
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
Unknown	**Masked Data**			**0**	
Asian				0	
Hispanic	Masked Data			0	
Pacific Islander	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Total	**1,491**	**1,331**	**89.3%**	**0**	**0**

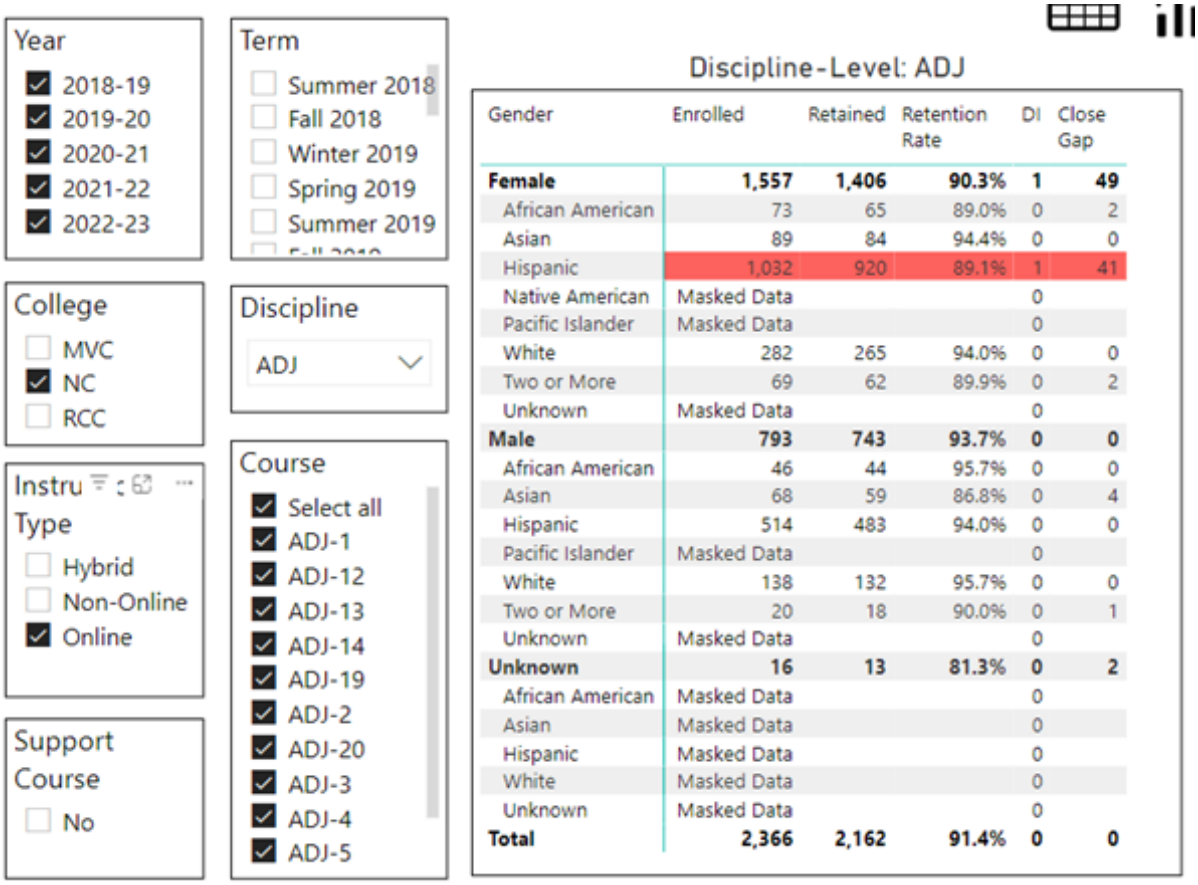
Table 17: *2018-2023 Retention Rates: Hybrid*

Data Review



Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**86**	**77**	**89.5%**	**0**	**5**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	57	50	87.7%	0	4
White	22	22	100.0%	0	0
Two or More	Masked Data			0	
Male	**72**	**69**	**95.8%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	51	50	98.0%	0	0
White	13	11	84.6%	0	2
Two or More	Masked Data			0	
Unknown	**Masked Data**			**0**	
Hispanic	Masked Data			0	
Total	**162**	**149**	**92.0%**	**0**	**0**

Table 18: *2018-2023 Retention Rates: Online*



Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,557**	**1,406**	**90.3%**	**1**	**49**
African American	73	65	89.0%	0	2
Asian	89	84	94.4%	0	0
Hispanic	1,032	920	89.1%	1	41
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	282	265	94.0%	0	0
Two or More	69	62	89.9%	0	2
Unknown	Masked Data			0	
Male	**793**	**743**	**93.7%**	**0**	**0**
African American	46	44	95.7%	0	0
Asian	68	59	86.8%	0	4
Hispanic	514	483	94.0%	0	0
Pacific Islander	Masked Data			0	
White	138	132	95.7%	0	0
Two or More	20	18	90.0%	0	1
Unknown	Masked Data			0	
Unknown	**16**	**13**	**81.3%**	**0**	**2**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Unknown	Masked Data			0	
Total	**2,366**	**2,162**	**91.4%**	**0**	**0**

Data Review

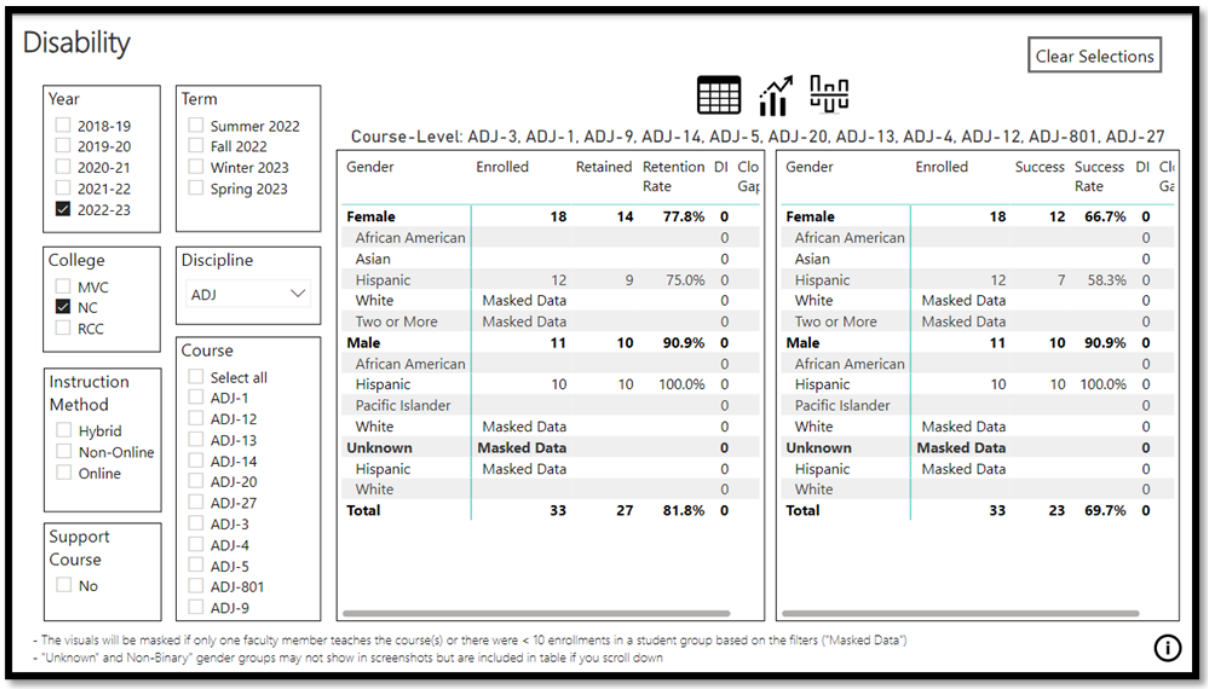
Overall Success and Retention Rates in ADJ

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 facutly 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*



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

Gender	Enrolled	Success	Success Rate	DI	Cl Ga
Female	**18**	**12**	**66.7%**	**0**	
African American				0	
Asian				0	
Hispanic	12	7	58.3%	0	
White	Masked Data			0	
Two or More	Masked Data			0	
Male	**11**	**10**	**90.9%**	**0**	
African American				0	
Hispanic	10	10	100.0%	0	
Pacific Islander				0	
White	Masked Data			0	
Unknown	**Masked Data**			**0**	
Hispanic	Masked Data			0	
White				0	
Total	**33**	**23**	**69.7%**	**0**	

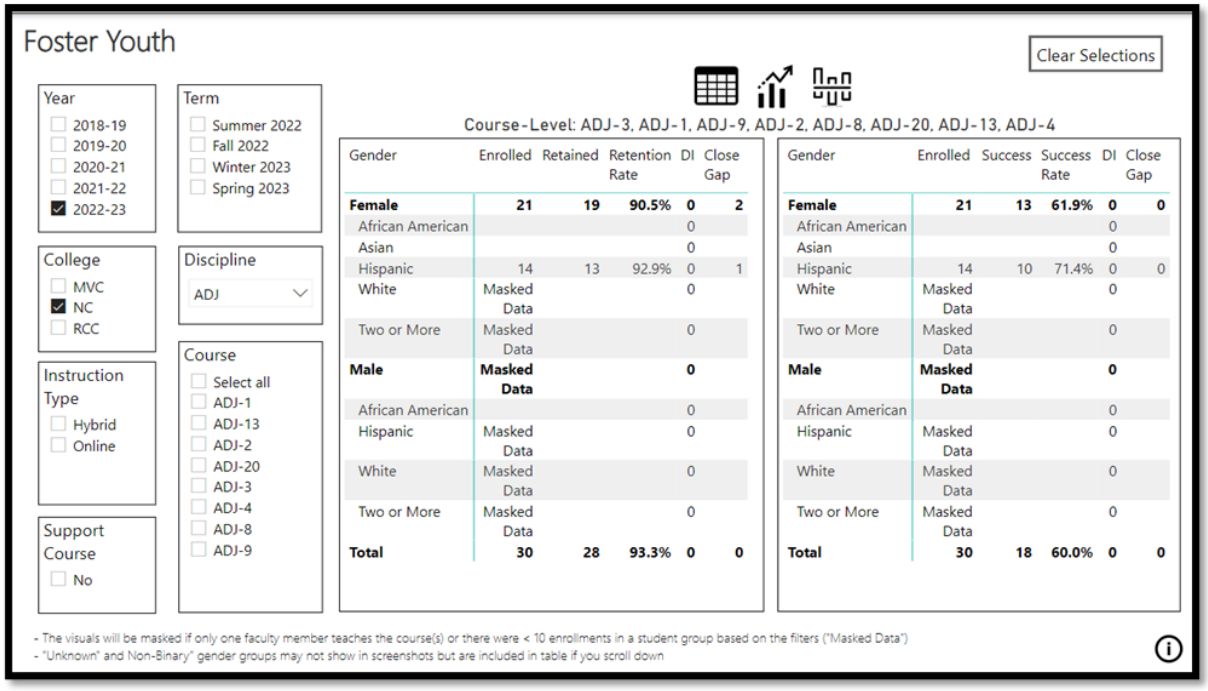
Our foster youth had a 93.3% retention rate, yet only a 60% success rate (Table 20).

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 facutly 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.

Data Review

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



Foster Youth

Clear Selections

Year: 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 (checked)

Term: Summer 2022, Fall 2022, Winter 2023, Spring 2023

College: MVC, NC (checked), RCC

Discipline: ADJ

Instruction Type: Hybrid, Online

Course: Select all, ADJ-1, ADJ-13, ADJ-2, ADJ-20, ADJ-3, ADJ-4, ADJ-8, ADJ-9

Support Course: No

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

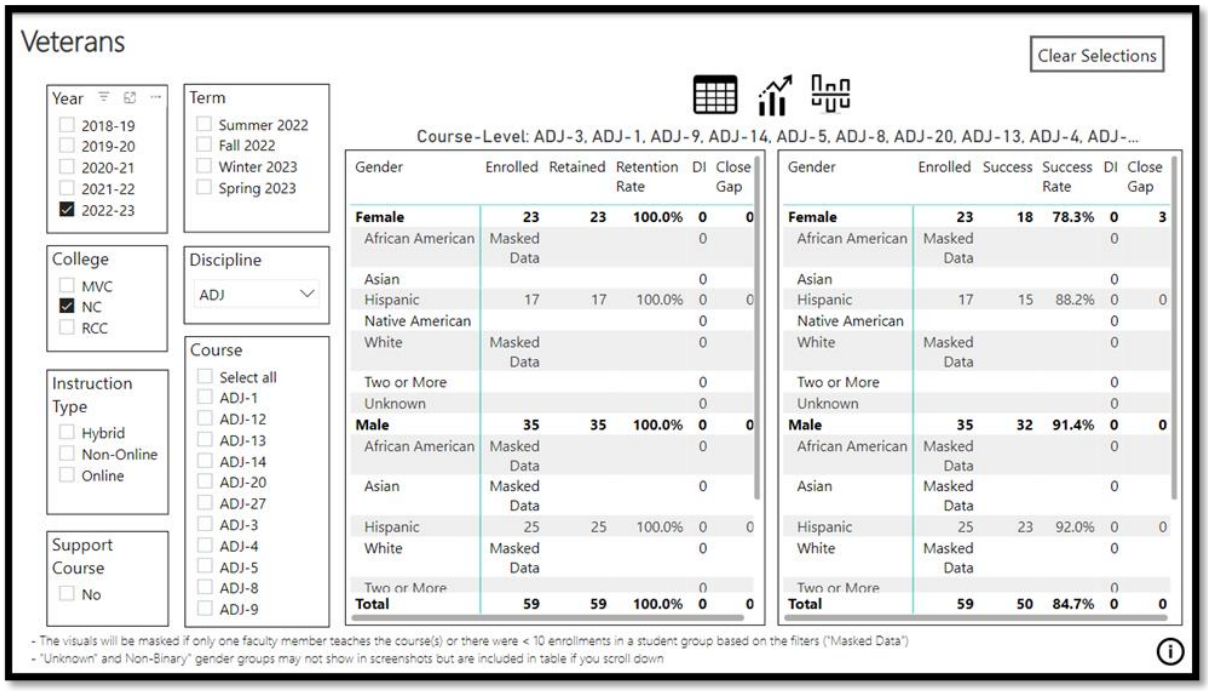
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**21**	**19**	**90.5%**	**0**	**2**
African American				0	
Asian				0	
Hispanic	14	13	92.9%	0	1
White	Masked Data			0	
Two or More	Masked Data			0	
Male	**Masked Data**			**0**	
African American				0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Two or More	Masked Data			0	
Total	**30**	**28**	**93.3%**	**0**	**0**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**21**	**13**	**61.9%**	**0**	**0**
African American				0	
Asian				0	
Hispanic	14	10	71.4%	0	0
White	Masked Data			0	
Two or More	Masked Data			0	
Male	**Masked Data**			**0**	
African American				0	
Hispanic	Masked Data			0	
White	Masked Data			0	
Two or More	Masked Data			0	
Total	**30**	**18**	**60.0%**	**0**	**0**

- 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 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*



Veterans

Clear Selections

Year: 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 (checked)

Term: Summer 2022, Fall 2022, Winter 2023, Spring 2023

College: MVC, NC (checked), RCC

Discipline: ADJ

Instruction Type: Hybrid, Non-Online, Online

Course: Select all, ADJ-1, ADJ-12, ADJ-13, ADJ-14, ADJ-20, ADJ-27, ADJ-3, ADJ-4, ADJ-5, ADJ-8, ADJ-9

Support Course: No

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

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**23**	**23**	**100.0%**	**0**	**0**
African American	Masked Data			0	
Asian				0	
Hispanic	17	17	100.0%	0	0
Native American				0	
White	Masked Data			0	
Two or More				0	
Unknown				0	
Male	**35**	**35**	**100.0%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	25	100.0%	0	0
White	Masked Data			0	
Two or More				0	
Total	**59**	**59**	**100.0%**	**0**	**0**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**23**	**18**	**78.3%**	**0**	**3**
African American	Masked Data			0	
Asian				0	
Hispanic	17	15	88.2%	0	0
Native American				0	
White	Masked Data			0	
Two or More				0	
Unknown				0	
Male	**35**	**32**	**91.4%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	25	23	92.0%	0	0
White	Masked Data			0	
Two or More				0	
Total	**59**	**50**	**84.7%**	**0**	**0**

- 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

Data Review

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.

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.

Data Review

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*

Data Review

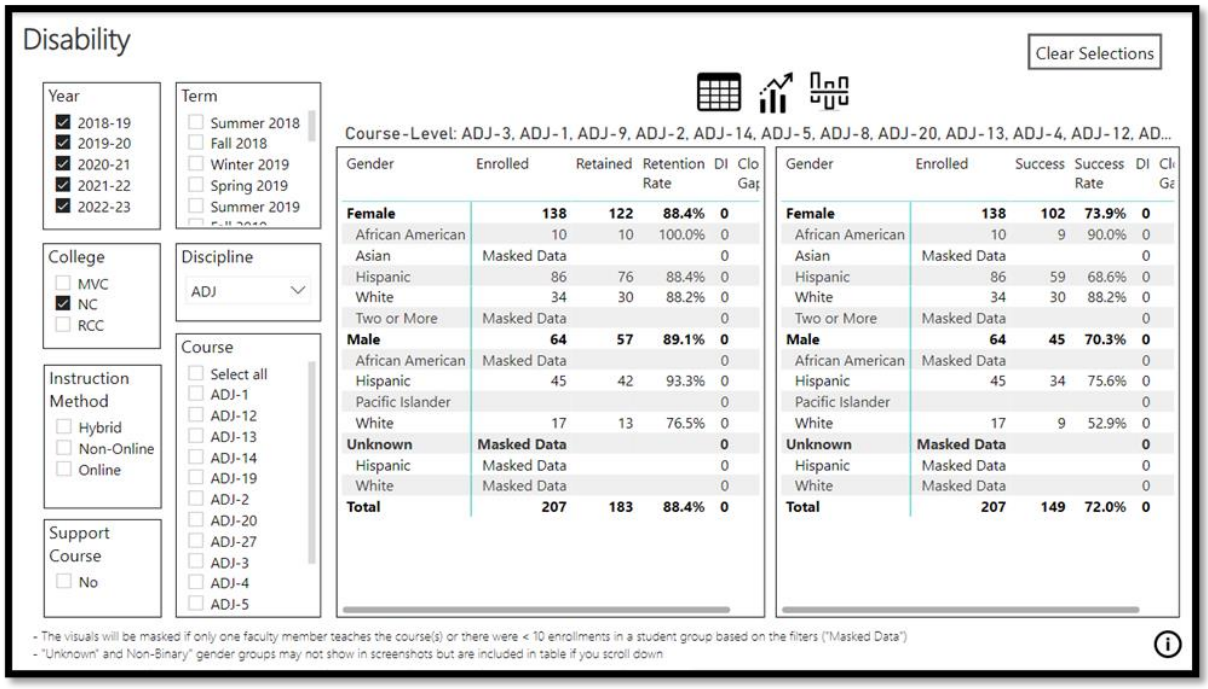


Table 26: *2018-2023 Retention and Success Rates: Special Populations/Foster Youth*

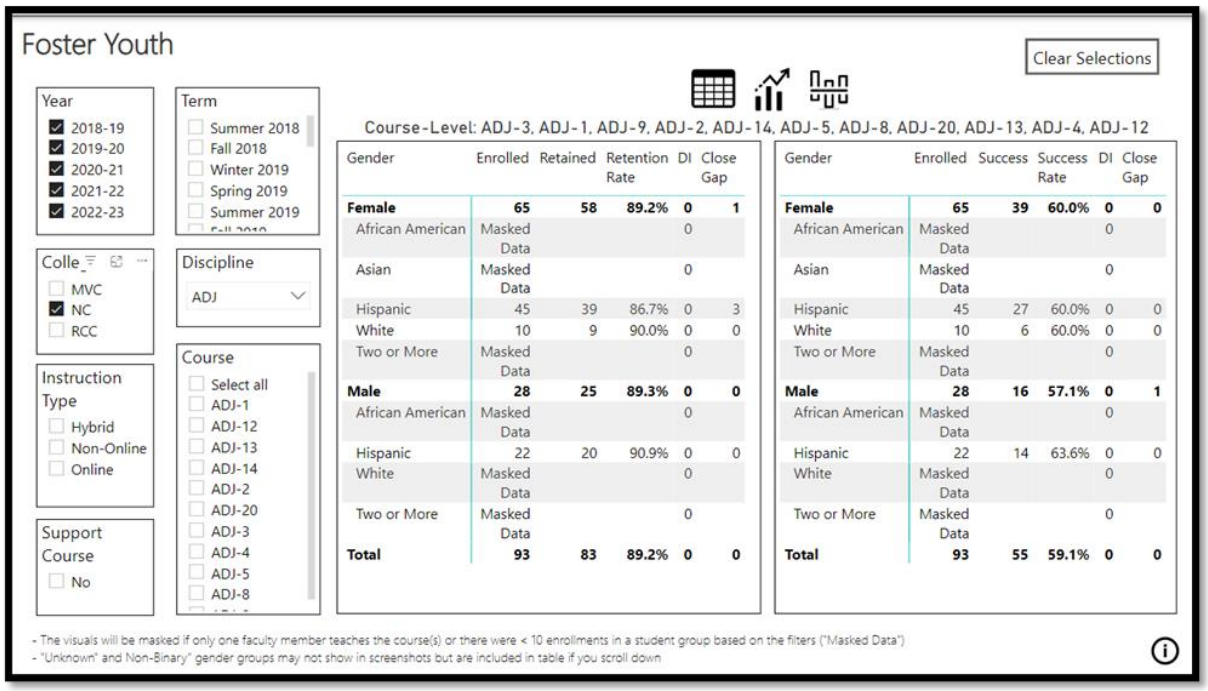


Table 27: *2018-2023 Retention and Success Rates: Special Populations/Puente Program*

Data Review

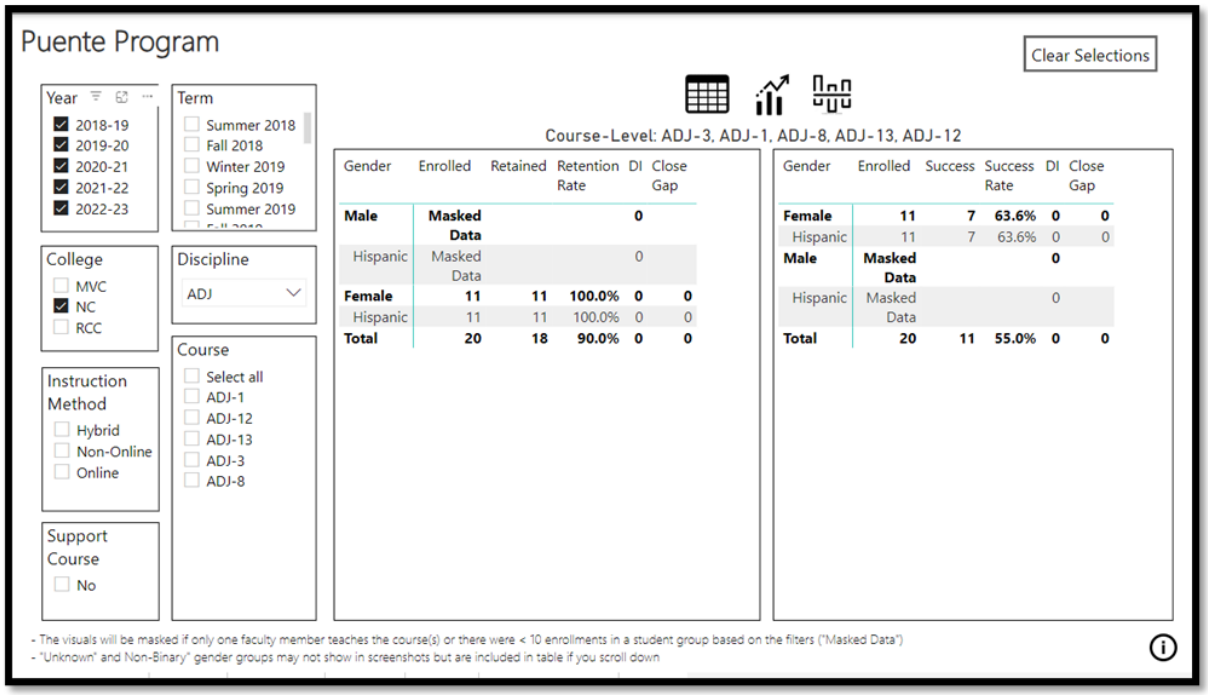


Table 28: *2018-2023 Retention and Success Rates: Special Populations/Veterans*

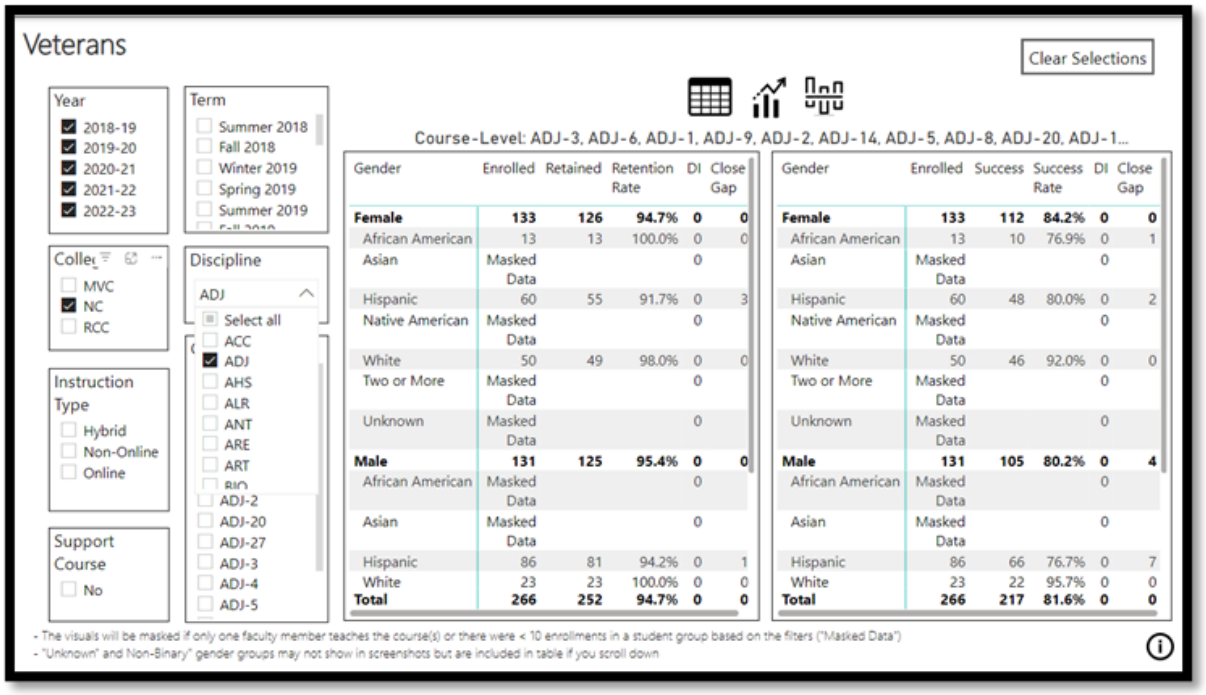
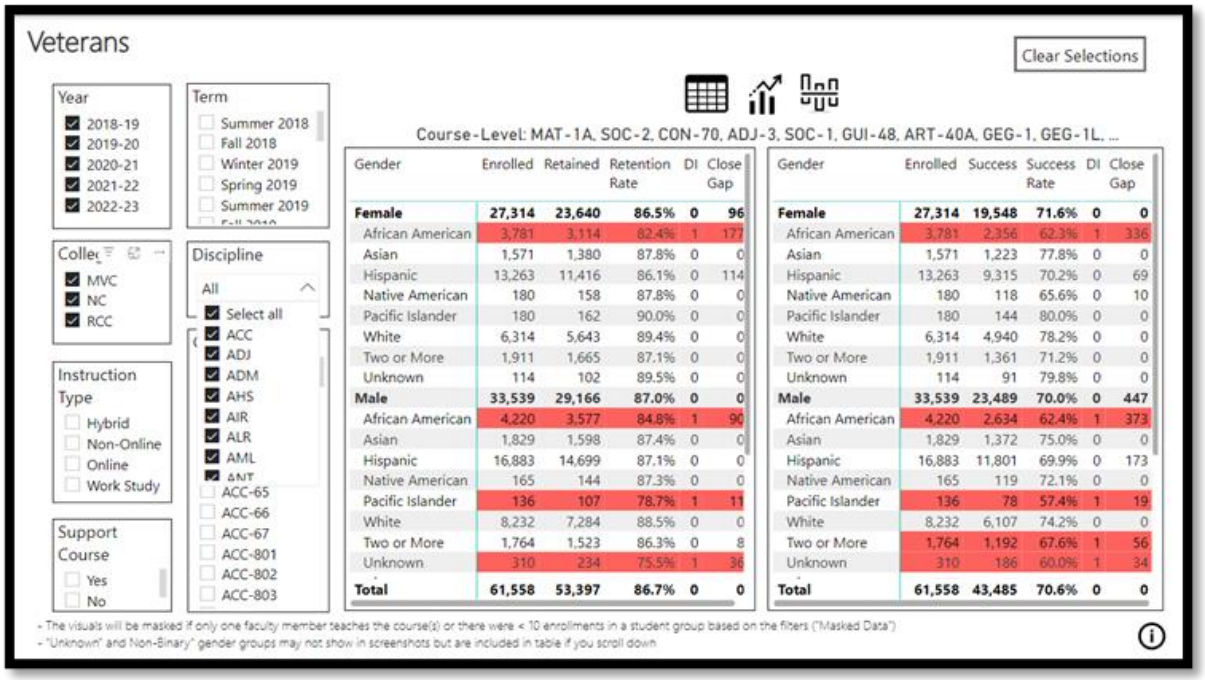


Table 29: *2018-2023 District Retention and Success Rates: District Special Populations/Vets.*

Data Review



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.

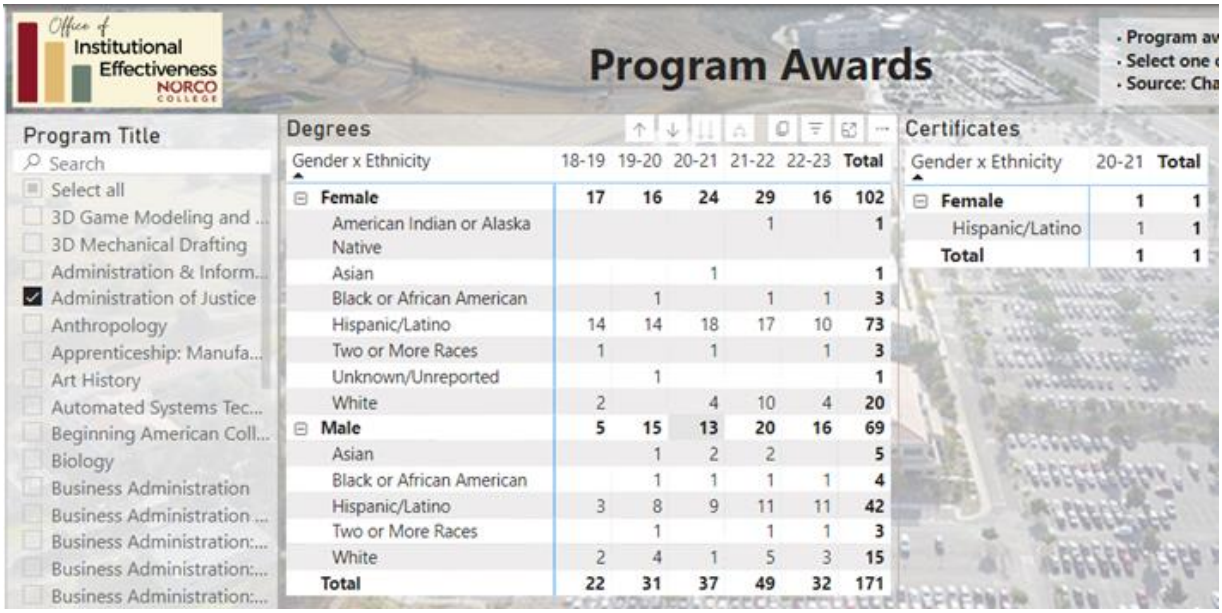
Another possibility is the number of students we are serving from MVC and RCC who were taking our courses not offered during the last three years consistently at the other colleges to meet their educational plans, and earn their degrees through their home college.

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



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*

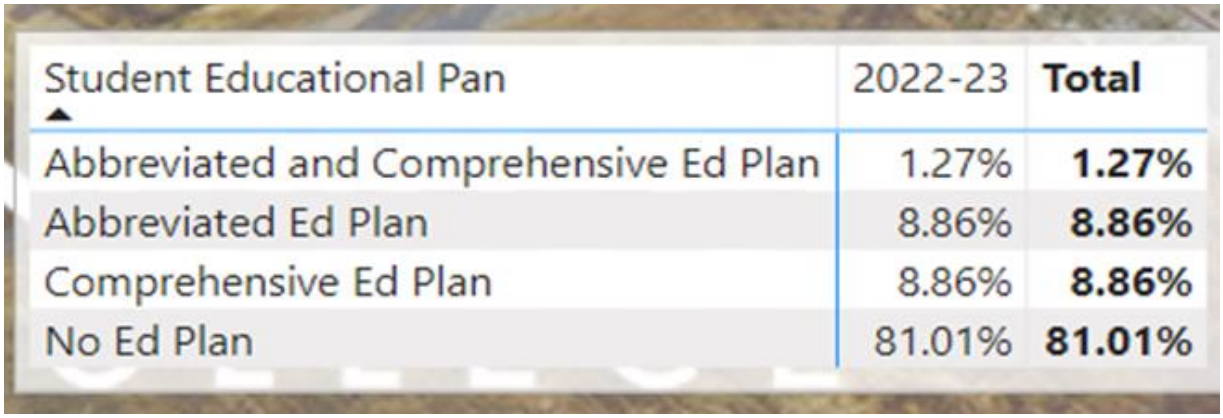
Student Educational Pan	2019-20	2020-21	2021-22	2022-23	**Total**
Abbreviated and Comprehensive Ed Plan	5.19%	2.21%	4.45%	4.01%	**4.05%**
Abbreviated Ed Plan	2.42%	3.98%	5.26%	4.72%	**4.13%**
Comprehensive Ed Plan	55.02%	32.30%	31.98%	23.11%	**34.49%**
No Ed Plan	37.37%	61.50%	58.30%	68.16%	**57.34%**

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 Pan	2022-23	Total
Abbreviated and Comprehensive Ed Plan	1.27%	**1.27%**
Abbreviated Ed Plan	8.86%	**8.86%**
Comprehensive Ed Plan	8.86%	**8.86%**
No Ed Plan	81.01%	**81.01%**

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% verses 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

Data 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.

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, thy 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 studens. 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

Data Review

- 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.
- 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.

Please add any relevant documents here.

Core Indicators.pdf

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?

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.

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, espeically 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 sould be an outlier, however, we did not want to leave any stone unturned.

Please add any relevant documents here.

Core Indicators.pdf

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): ( )

- 2030 Goal 1: Access:
- 2030 Goal 7: Programs:

Guided Pathways

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 discpline, 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): ( )

- 2030 Goal 2: Success:
- 2030 Goal 7: Programs:

Evidence

Evidence Date

03/13/2024

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

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.

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): ( )

- 2030 Goal 3: Equity:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 7: Programs:

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 safetyA 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): ( )

- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

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 facutly 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.

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 verses 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.

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): ( )

- 2030 Goal 7: Programs:

Professional Development

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)
- Stunent 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
- CCCCO 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 Facutly 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): ( )

- 2030 Goal 4: Professional Development:
- 2030 Goal 7: Programs:

Equity

2024 - 2027

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 -

Equity

7/30/2021
Chancellor's Office Webinar/Gender Equity in Law Enforcement 8/17/2021
ASU Faculty Summit through REMOTE 6/16/2021 - 12/31/2021
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

2024 - 2027

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

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

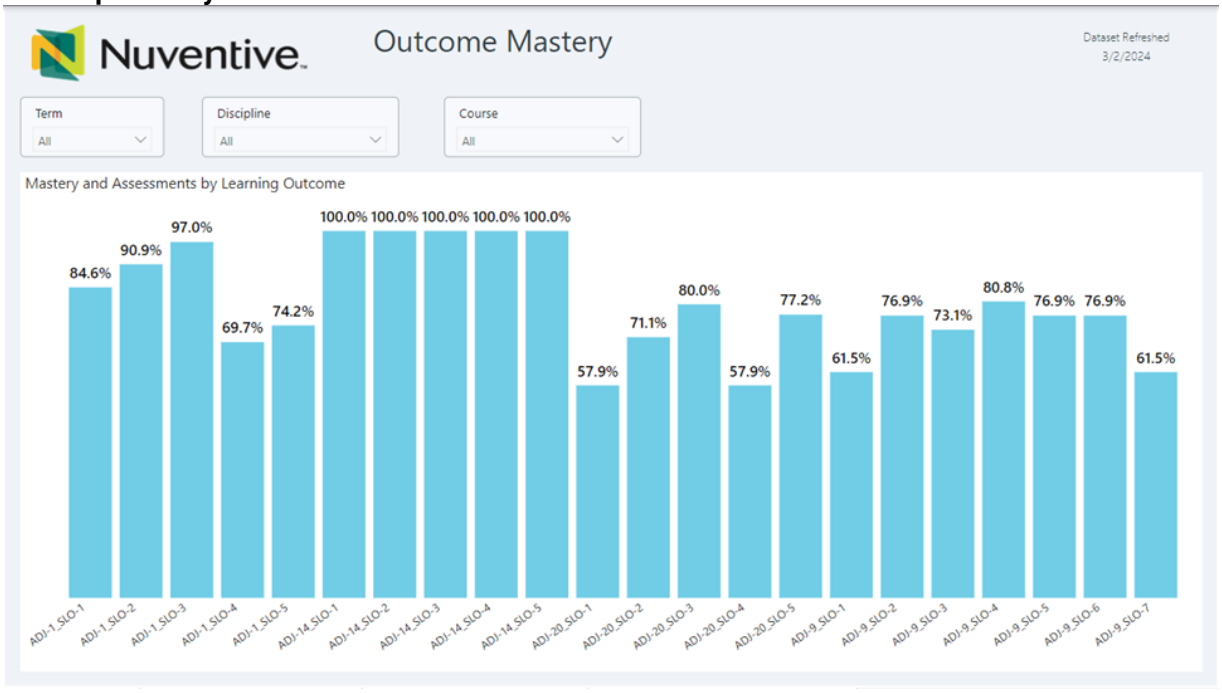
SLO(s)
All SLO's in each course

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.

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.

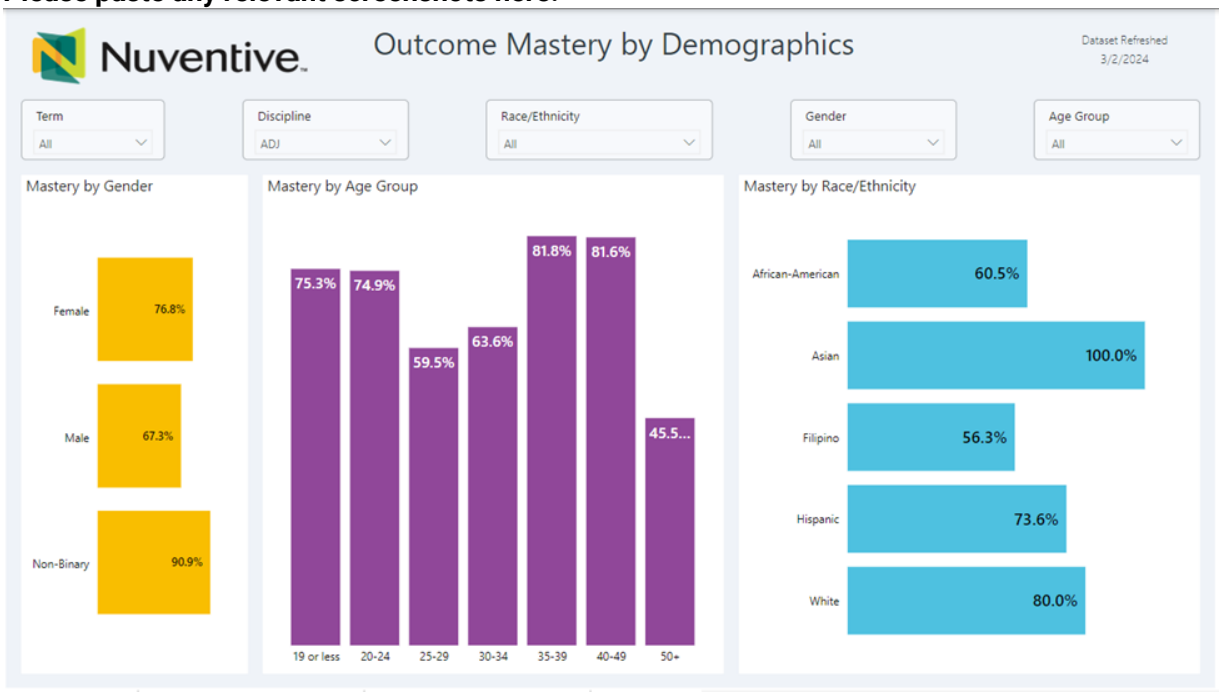
Course(s)
ADJ

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.

Outcome Mastery by Age

Date
03/09/2024

Observation

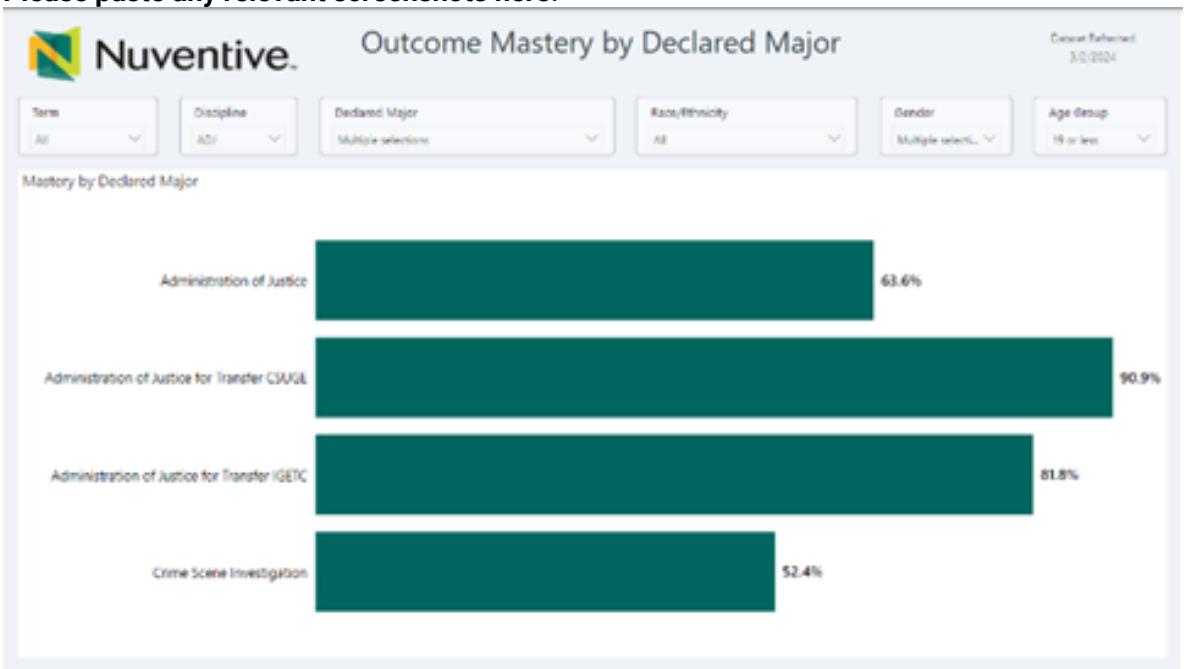
What did you notice?
Looking specifically at the age of students that declared ADJ as their major, we see that those who declared the major without considering transferring to a university is much lower than those students looking to further their education with a bachelor's degree or higher. The data 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.

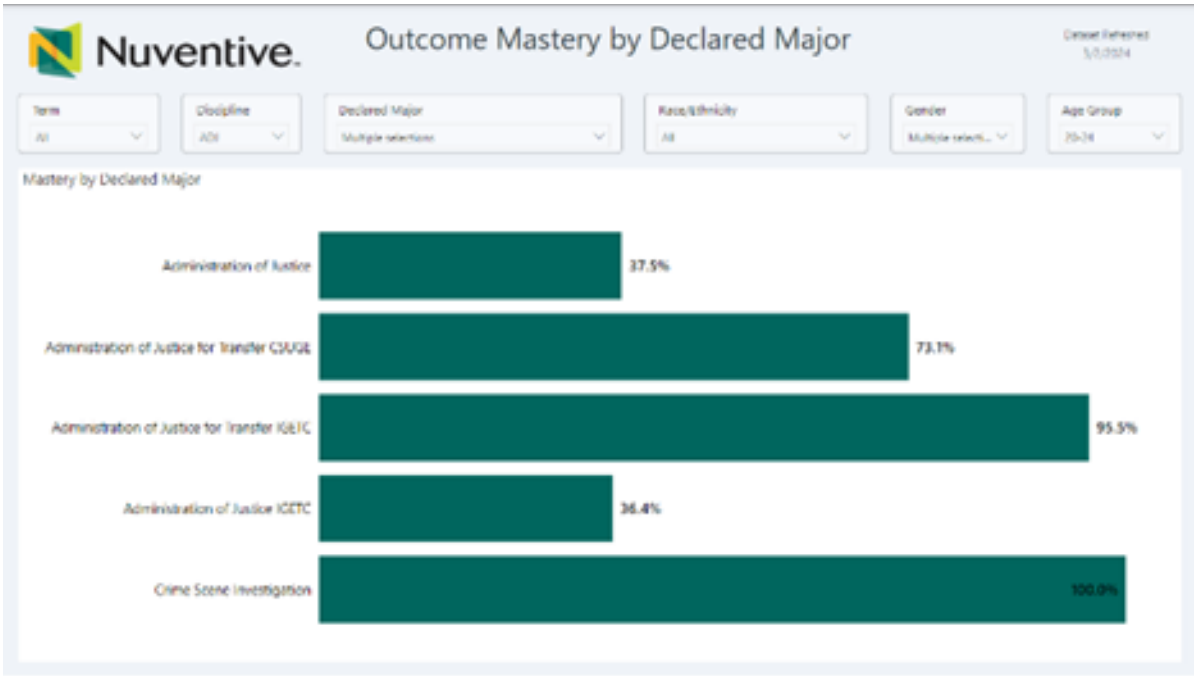
Course(s)
ADJ

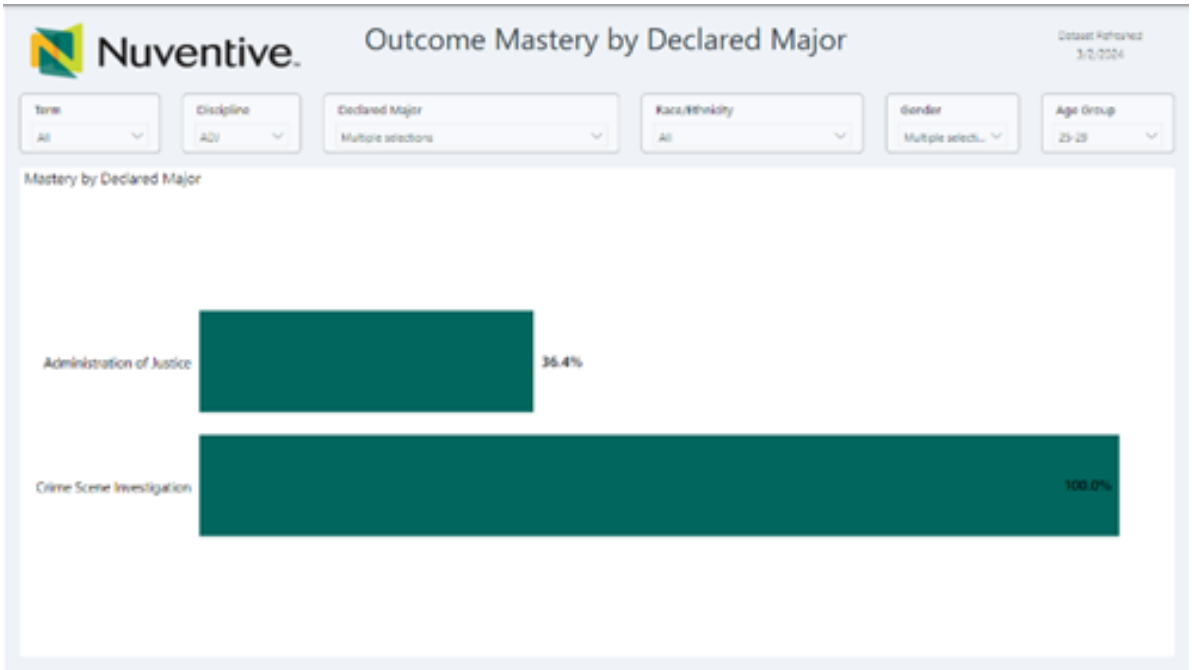
SLO(s)
All SLO' within the courses captured through Canvas.

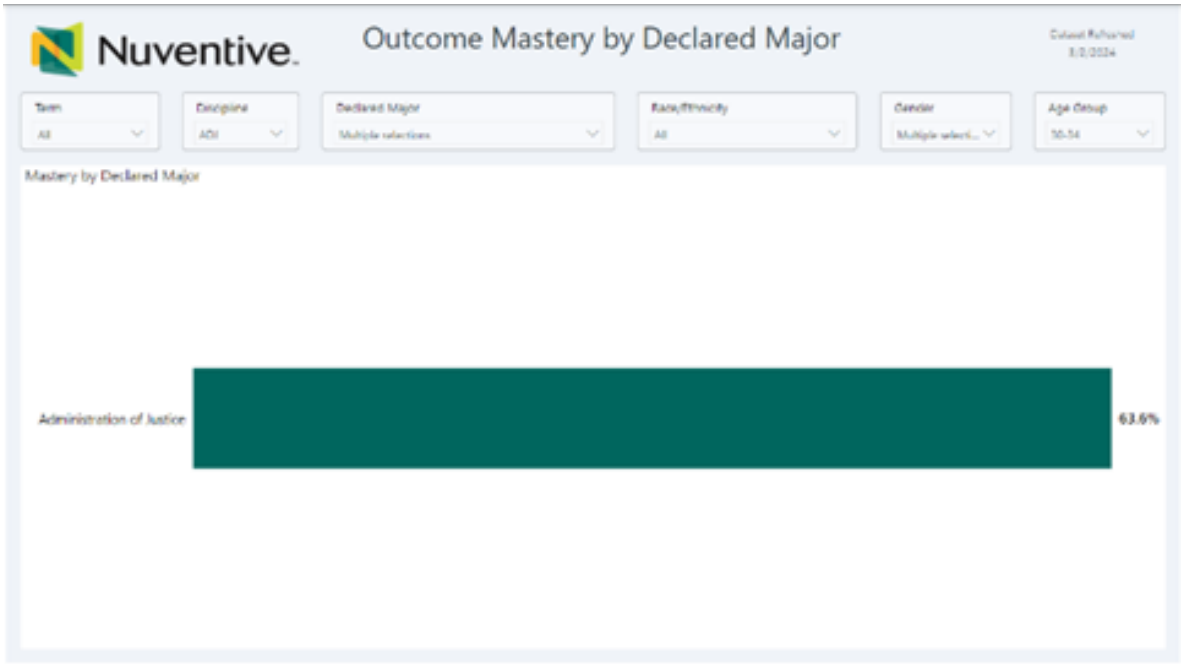
Discussion/Analysis
Our older students or returning students reached mastery level. This could be attributed to life experiences and their need to increase their knowledge to further their careers and/or enter a new profession.

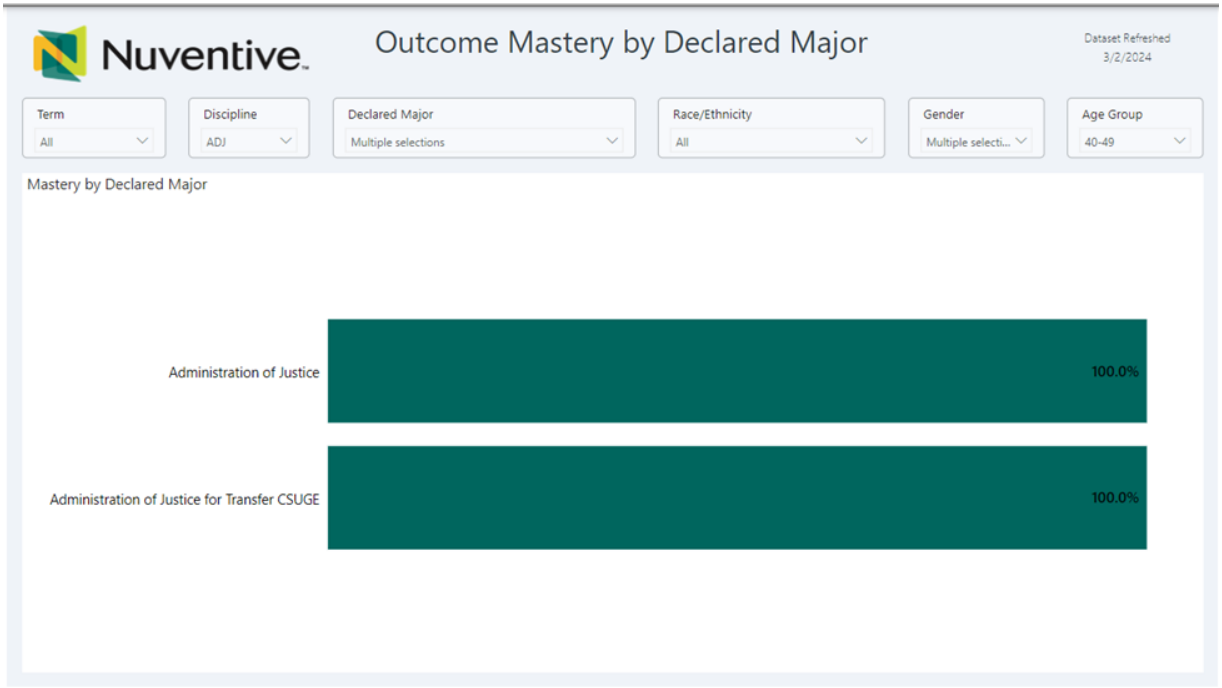
Please paste any relevant screenshots here.




Nuventive.
Outcome Mastery by Declared Major
Mastery by Declared Major
Administration of Justice
37.5%
Administration of Justice for Transfer CJAJGE
73.1%
Administration of Justice for Transfer IGETC
95.5%
Administration of Justice IGETC
36.4%
Crime Scene Investigation
100.0%


Nuventive.
Outcome Mastery by Declared Major
Mastery by Declared Major
Administration of Justice
36.4%
Crime Scene Investigation
100.0%





Please add any relevant documents here.

Outcome Mastery by Disciplines (ADJ, GE, CTE)

Date
03/09/2024

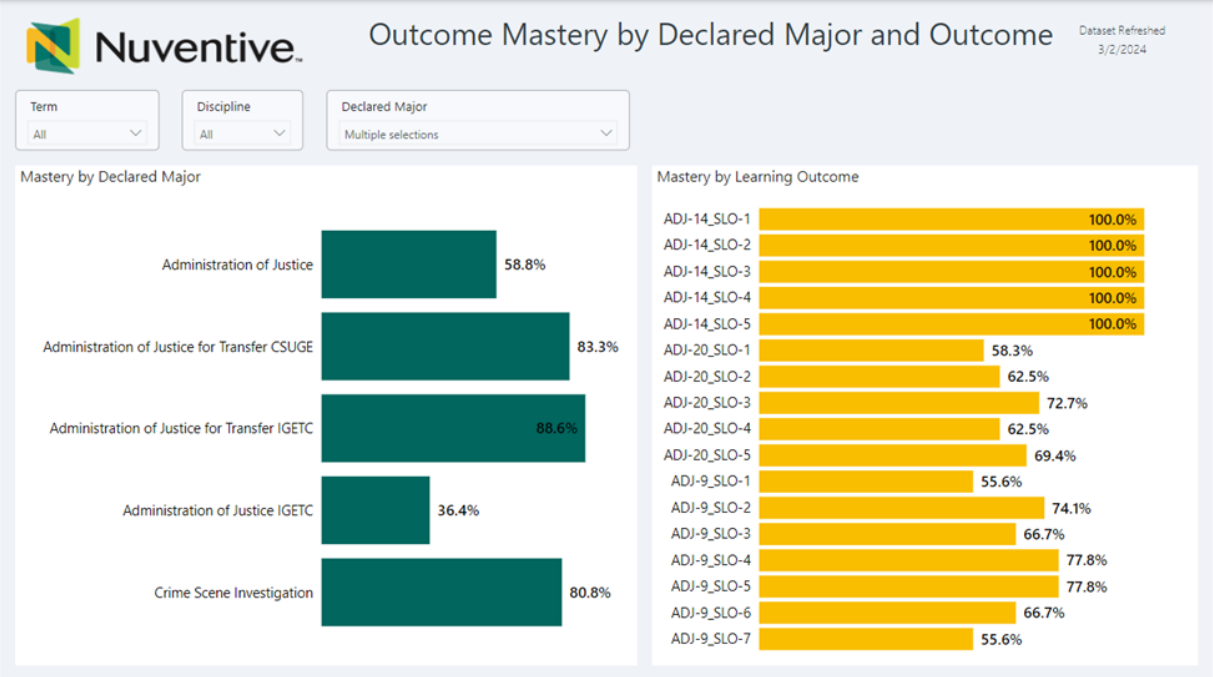
Observation
What did you notice?

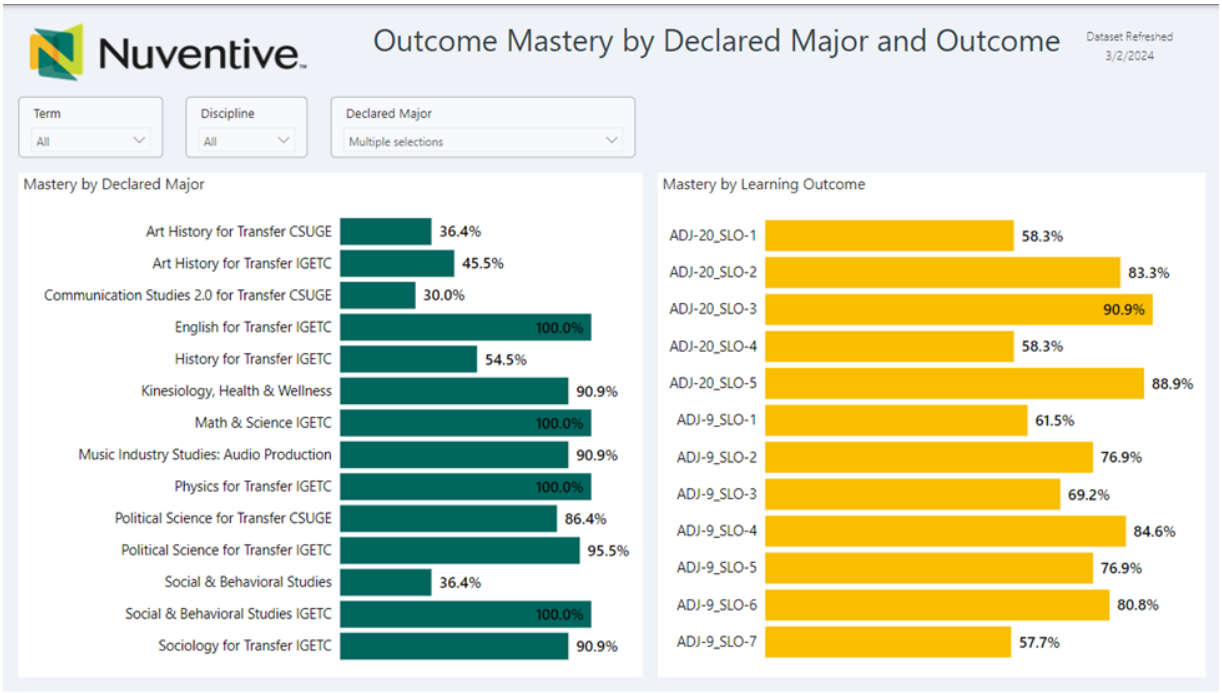
We also looked at data among disciplines, first those that declared ADJ as their major, and then did a comparison to the GE side of the house and those that are declared majors in a CTE program. Again, with limited data true trends cannot be made, but the data we do have shows that ADJ declared students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

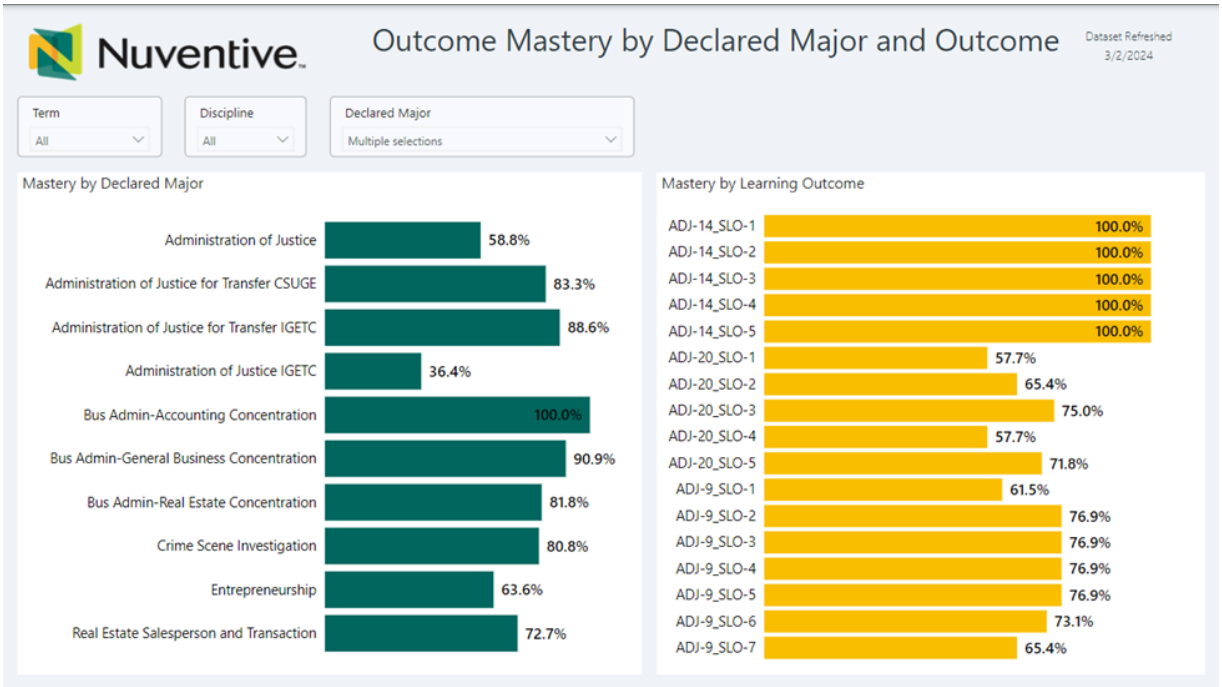
Both criminal justice and business offer no shortage of diverse career opportunities, which could explain why both criminal justice declared students, as well as business declared students, have a higher mastery level than many of our GE declared students. Just as a degree in business does not limit 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.







Please add any relevant documents here.

Pre-Canvas Discipline Reports

Date
03/09/2024

Observation
What did you notice?

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

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

Mapping
Data Review - Instructional: (.)
- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ( )
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)
- Access and Expand: .
- Guided Pathways: .
- Professional Development: .
- Reduce working poverty and skills gap: .
- Regional College of Choice for ADJ: .
- Regional Development/Partnerships: .
- Mastery and Assessments by Learning Outcomes: .
- Outcome Mastery by Age: .
- Outcome Mastery by Demographics: .
- Outcome Mastery by Disciplines (ADJ, GE, CTE): .
- Pre-Canvas Discipline Reports: .

Student Equity Plan: (.)
- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .

- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

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.
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

Mapping
Data Review - Instructional: (.)
- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ( )
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)
- Access and Expand: .
- Reduce working poverty and skills gap: .
- Regional Development/Partnerships: .
- Mastery and Assessments by Learning Outcomes: .
- Outcome Mastery by Age: .
- Outcome Mastery by Demographics: .
- Outcome Mastery by Disciplines (ADJ, GE, CTE): .
- Pre-Canvas Discipline Reports: .

Student Equity Plan: (.)
- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .

- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

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

Mapping
Data Review - Instructional: (.)

- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ( )

- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)

- Guided Pathways: .
- Professional Development: .
- Reduce working poverty and skills gap: .
- Regional College of Choice for ADJ: .
- Regional Development/Partnerships: .
- Mastery and Assessments by Learning Outcomes: .
- Outcome Mastery by Age: .
- Outcome Mastery by Demographics: .
- Outcome Mastery by Disciplines (ADJ, GE, CTE): .
- Pre-Canvas Discipline Reports: .

Student Equity Plan: (.)

- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .

- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

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
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

Mapping
Data Review - Instructional: (.)

- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ( )

- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)

- Guided Pathways: .
- Professional Development: .
- Reduce working poverty and skills gap: .
- Regional College of Choice for ADJ: .
- Regional Development/Partnerships: .
- Mastery and Assessments by Learning Outcomes: .
- Outcome Mastery by Age: .
- Outcome Mastery by Demographics: .
- Outcome Mastery by Disciplines (ADJ, GE, CTE): .
- Pre-Canvas Discipline Reports: .

Student Equity Plan: (.)

- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .

- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

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

Mapping
Data Review - Instructional: (.)
- 1.: .
- 3.: .

Educational Master Plan (2020-2025): ( )
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)
- Access and Expand: .
- Guided Pathways: .
- Reduce working poverty and skills gap: .
- Regional College of Choice for ADJ: .
- Regional Development/Partnerships: .

Student Equity Plan: (.)
- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .

- Vision Goal Completion for Hispanic/ Latinx Students: .

Criminal Justice Student Association

Resource Year
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

Mapping
Data Review - Instructional: (.)
- 1.: .

Educational Master Plan (2020-2025): ( )
- 2030 Goal 1: Access:
- 2030 Goal 3: Equity:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)
- Access and Expand: .
- Professional Development: .
- Regional College of Choice for ADJ: .

Student Equity Plan: (.)
- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

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

Mapping
Educational Master Plan (2020-2025): ( )

- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Instructional: Administration of Justice: (.)

- Access and Expand: .
- Guided Pathways: .
- Regional Development/Partnerships: .

2024 - 2027

Resource Request

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),Guided Pathways,General Fund,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

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://cccaoe.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

Faculty Professional Development Requests

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 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 or 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

Funding Status

Notes

2024 - 2027

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,Assessment,Program/Unit Goals,Equity,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?

Program Review Part 1

Faculty Hiring Resource Requests

Statistical Data - Please email 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
2023-2024	Spring	475
Total: 1183	Winter	109
	Fall	494
	Summer	105
2022-2023	Spring	446
Total: 1049	Winter	87
	Fall	444
	Summer	72
2021-2022	Spring	342
Total: 820	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
	Winter	29
	Fall	23.36
	Summer	24
2021-2022	Spring	28.50
	Winter	23.50
	Fall	31.33
	Summer	26

Faculty Hiring Resource Requests

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

Number of full-time instructors currently in the discipline:

2

Full-time instructors by headcount:

2

Full-time instructors by FTEF:

2.4-3.2 per semester

Number of associate faculty instructors currently in the discipline:

6

Associate faculty instructors by headcount:

4

Associate faculty instructors by FTEF:

1.0 per semester

Faculty Hiring Resource Requests

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

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.

Faculty Hiring Resource Requests

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 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.

Faculty Hiring Resource Requests

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 2020	Success Rate 2023	Retention Rate 2020	Retention Rate 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 as 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
Female	**224**	**199**	**194**	**275**
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
Male	**187**	**134**	**124**	**154**
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
Non-Binary			**1**	**2**
Hispanic			1	2
Unreported		**1**	**1**	
Hispanic		1	1	
Total	**411**	**334**	**320**	**431**

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

Faculty Hiring Resource Requests

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, 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 (includes CTE enrollments above introductory level only)

CTE Headcount: 409 (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

Faculty Hiring Resource Requests

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 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.

Faculty Hiring Resource Requests

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-3 ADJ-5 ADJ-8 ADJ-13 ADJ-6 or 19 **	ADJ-1 ADJ-3 ADJ-2 ADJ-4 ADJ-9 or ADJ-5 ADJ-20	ADJ-1 ADJ-3 ADJ-5 ADJ-8 ADJ-9 ADJ-20	ADJ-1 ADJ-3 ADJ-5 ADJ-8 ADJ-20 EAR-20	ADJ-1 ADJ-3 ADJ-2 ADJ-4 ADJ-13 ADJ-12	ADJ-1 * ADJ-3 ADJ-2 ADJ-4 ADJ-9 * 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
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	IoI Committee – F/T faculty	DE Curriculum (not DX)
CJSA Club Advisor	IoI'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	Researching equipment purchases

Faculty Hiring Resource Requests

District Discipline Mtgs.

CERT Program Manager (Non-credit)

IEDRC Faculty Liaison

District Hiring Committee/Public Safety

Hiring P/T faculty

Community Outreach

CNUSD CTE Expo

Regional Collaboration

Dual enrollment

CTE Advocacy

Workforce and Economic Development

IEDRC Annual Planning Retreat

Community Education

FEMA – Emergency Management

FEMA – Program Manager (CERT)

ASSS CTE Leadership Committee

Yearly Conferences (some off contract)

- 3-4 Discipline specific
- 1-2 CTE specific
- 1 Workforce related
- 1-2 Online teaching specific

City of Corona Internships

City of Corona Public Safety Internships

City of Norco – CERT Program

CTE Program Outreach

Public Safety Job Fairs

Public Safety Symposiums

Lab and Equipment Inventory

Program Photoshoots/Regular Updates

Faculty Equivelencies (Vice Chancellor Rep).

Academic Counseling

CRC – Prison Program (Pending)

CCC Leadership Academy

FEMA – Master Instructor/CERT

FEMA – Train the Trainer Instructor (CERT)

POST/CCC Public Safety Workgroup (AB 89)

CCCCO - CTE Advocacy

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.

Faculty Hiring Resource Requests

Instructional Summary - Complete this section for Instructional Faculty only

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

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)x(4)]/(5)=

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

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)x(4)]/(5)=

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

Program Review Reflections

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

This program review is only meaningful and relevant if those that are writing them are doing so for their own knowledge to improve student learning and their programs and are honest in their assessments. However, since it is a requirement for disciplines to participate in this process, to make this program review more meaningful and relevant would require the program review committee to acknowledge the importance and usefulness of the data within the document, and how it closely relates to the college's educational master plan.

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 CCCCO.

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.

Reflections and Submission

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.

Submission

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

Yes

ADJ-02:Principles of Justice System

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate a knowledge of the historical development of law and the American Criminal Justice System and the trends in its implementation and procedural evaluation. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** This assessment was conducted through ten writing assignments and 3 class discussions. A writing assignment rubric to determine the scores and class average of this assignment was used to assess this SLO. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Monishia "Moe" Miller	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 23 students that submitted the writing assignments, the students successfully met the benchmark having averaged 81%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online **Assessment Unit:** Duel Enrollment	
SLO 2 - Define the basic legal concepts of the Criminal Justice System and the roles of the police, the prosecuting attorney, defense counsel, the court, at the local, state, and federal levels. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** 3 exams, along with 3 reflection writing assignments were used to assess this SLO. I conducted an item analysis on the specific questions to determine the scores and class average. This SLO was also assessed using a writing assignment rubric to determine the scores and class average on writing portion of this class which included class discussions. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Monishia "Moe" Miller	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 23 students that took the exams, the students successfully met the benchmark having averaged 77%. On the writing assignments, the students successfully met the benchmark having averaged 83%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 3 - Describe the issues of consensual encounter, detention, arrest, search and seizure, right to counsel, arraignment, pre-trial motions, exclusionary rule, court trial, jury matters, verdicts, sentencing, and appeals. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** 3 exams, along with 3 reflection writing assignments were used to assess this SLO. I conducted an item analysis on the specific questions to determine the scores and class average. This SLO was also assessed using a writing assignment rubric to determine the scores and class average on writing portion of this class which included class discussions.	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 23 students that took the exam, the students successfully met the benchmark having averaged 77%. On the writing assignments, the students successfully met the benchmark having averaged 83%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point I consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	

SLOs	Assessment Methods	Results	Changes Made
	Benchmark: 70% of students will achieve a passing score on the task **Notes:** Monishia " Moe" Miller		

ADJ-03:Concepts of Criminal Law

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Identify the constitutional officers at the federal, State of California, and local criminal justice agency component levels. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** A writing assignment was created in order to identify the differences between federal and state laws which included violations of both stated and federal laws. Each scenario required a short answer written response to determine if the scenario involved state or federal violations. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 25 students who completed the assignment the average score was 15 out of 20 or 75%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 2 - Analyze the relationship between the U.S. Constitution and criminal law. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 26 students who completed the exam the average score was a 79%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 3 - Define and describe Exclusionary rule and Due Process. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 26 students who completed the examination the average score was a 79%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth.	

SLOs	Assessment Methods	Results	Changes Made
		(02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 5 - Analyze case law decisions pertaining to the Bill of Rights and the 14th amendment. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** A writing assignment was created in order to determine case law association with the bill of rights as well as the 14th amendment. The assignment provided several scenarios which included case law and required a short answer response to determine which amendment the case law best associated with. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 25 students who completed the assignment the average score was an 89%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 6 - Define the conceptual differences of crime classification – Crimes against Persons, Crimes against Property, Crimes against the State, Crimes of Public Safety and Morals **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 27 students who completed the examination the average score was a 74%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	

ADJ-04:Legal Aspects of Evidence

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Analyze the relationship between the U.S. Constitution and legal aspects of evidence. **SLO Status:** Active **Approval Date:** 10/14/2015	**Project -** Students were required to complete a presentation using an actual court case and describe the relationship between that case and the U.S Constitution and the legal aspects of evidence. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 19 students who completed the presentation the average score was an 88%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 2 - Define, and describe legal definitions and concepts. **SLO Status:** Active **Approval Date:** 10/14/2015	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 18 students who completed the examination the average score was a 73%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 3 - Analyze case law decisions pertaining to the 4th, 5th, and 6th amendments. **SLO Status:** Active **Approval Date:** 10/14/2015	**Exam/Quiz - Embedded Questions Tied to SLOs -** A writing assignment was created in order to determine case law association with amendments 4,5 and 6. The assignment provided several scenarios which included case law and required a short answer response to determine which amendment the case law best associated with. **Benchmark:** 70% of students will achieve a passing score on the task	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 16 students who completed the assignment, the average score was an 87%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	

SLOs	Assessment Methods	Results	Changes Made
	Notes: Mike Leese		
SLO 4 - Analyze a particular scientific aspect of applied evidence; i.e. bloodstains, fingerprints, ballistics, DNA. **SLO Status:** Active **Approval Date:** 10/14/2015	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 18 students who completed the examination, the average score was a 72%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	

ADJ-05:Community Relations

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Define and discuss the evolving nature of multiculturalism **SLO Status:** Active **Approval Date:** 10/14/2015	**Written Assignment -** A writing assignment was created in order to identify key issues considered barriers to a successful community policing. The assignment required students to respond to scenarios from the lens of both community and police in order to identify each position and provide solutions as to how to bridge the gap between each stakeholder. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 14 students who completed the assignment, the average score was an 89%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 2 - Identify, describe, and diagram the structural components of the police, courts and corrections relative to the multi cultural populations they serve **SLO Status:** Active **Approval Date:** 10/14/2015	**Written Assignment -** "A writing assignment was issued and students were required to write about scenarios in neighborhoods that may lead to potential conflicts between diverse communities and the courts, police and corrections. Students were encouraged to use their own personal experiences and/or scenarios they may have heard about or witnessed in movies or social media." **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 14 students who completed the assignment, the average score was an 85%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 3 - Diagnose community issues	**Written Assignment -** A writing	**Semester Assessed:** 2023-24 (Fall 2023)	

SLOs	Assessment Methods	Results	Changes Made
and make recommendations for quality changes in the approach to the police, courts and corrections serving multi-cultural populations and their communities **SLO Status:** Active **Approval Date:** 10/14/2015	assignment was issued and students were required to suggest methods and concepts that might improve relations between the police and the diverse community they serve. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Benchmark Met:** Yes Of the 13 students who completed the assignment, the average score was a 75%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	

ADJ-08:JUVENILE LAW & PROCEDURES

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate a knowledge and understanding of the key theories, research, principles and procedures of the Juvenile Justice System **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 46 students who completed the examination, the average score was a 72%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
SLO 2 - Critically analyze, describe and explain the complex interrelationship between juvenile law, criminal law, and the larger criminal justice system. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** A writing assignment required students to identify the relationship between juvenile law and its relationship with the larger criminal justice system. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 44 students who completed the assignment, the average score was an 81%.This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
SLO 3 - Demonstrate skills in the analysis and interpretation of state laws and local ordinances pertaining to the welfare of youth. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 46 students who completed the examination, the average score was a 74%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
SLO 4 - Demonstrate a knowledge and understanding of the aims and jurisdictions of Juvenile Bureaus,	**Exam/Quiz - Embedded Questions Tied to SLOs -** A 50-point examination was issued.	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 47 students who completed the examination, the	

SLOs	Assessment Methods	Results	Changes Made
Probation Department, the Juvenile Court, and the California Youth Authority. **SLO Status:** Active **Approval Date:** 10/11/2013	**Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	average score was a 76%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
SLO 5 - Demonstrate the ability to recognize the strengths and weaknesses of the community as related to Delinquency Control and Prevention. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** A 50-point examination was issued. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Mike Leese	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes Of the 46 students who completed the examination, the average score was a 71%. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	

ADJ-12:Introduction to Criminalistics

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify and explain the role of forensic specialists in the Criminal Justice System. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Written Assignment -** Deductive reasoning written assignment was assigned and three questions from the Midterm Exam where used to assess this SLO. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes "Of the 39 students that submitted the writing assignment, the students successfully met the benchmark having averaged 87%. "This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 2 - Identify the various types of crime scenes and differentiate between crime scene processing versus crime scene analysis. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Exam/Quiz - Embedded Questions Tied to SLOs -** Three questions from the Midterm exam were used to assess this SLO. I conducted an item analysis on the specific questions to determine the scores and class average. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 39 students that took the Midterm Exam, the students successfully met the benchmark having averaged 96% overall on the exam. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 3 - Identify and differentiate the types of evidence and explain their respective importance in crime scene analysis and reconstruction. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Exam/Quiz - Embedded Questions Tied to SLOs -** Two questions from the Midterm exam were used to assess this SLO. I conducted an item analysis on the specific questions to determine the scores and class average. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 39 students that took the Midterm Exam, the students successfully met the benchmark having averaged 96% overall on the exam. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 4 - Identify and explain Personal Identification Patterns that identify a person. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Performance -** This assessment was conducted through a Lab assignment where students were required to physically analyze their own fingerprints. **Benchmark:** 70% of students will achieve a passing score on the task	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 39 students that submitted the lab assignment, the students successfully met the benchmark having averaged 82%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this	

SLOs	Assessment Methods	Results	Changes Made
	Notes: Lynsey Walker	assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 5 - Identify and explain the processes for analyzing questioned documents. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Written Assignment -** This assessment was conducted through a writing assignment where students analyze handwriting samples. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 33 students that submitted the handwriting assignment, the students successfully met the benchmark having averaged 95%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 6 - Identify and explain the processes for analyzing tool mark and firearm evidence. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Exam/Quiz - Embedded Questions Tied to SLOs -** Two questions from the Final exam were used to assess this SLO. I conducted an item analysis on the specific questions to determine the score and class average. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 34 students that took the final exam, the students successfully met the benchmark having averaged 88% overall on the exam. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 7 - Identify available methods of DNA typing. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Exam/Quiz - Embedded Questions Tied to SLOs -** Four questions from the Final exam were used to assess this SLO. I conducted an item analysis on the specific questions to determine the score and class average. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 34 students that took the final exam, the students successfully met the benchmark having averages of 88% overall on the exam. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 8 - Explain the procedures for the collection and preservation of DNA evidence to prevent contamination. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not	**Written Assignment -** Students completed a written worksheet and watched a video lecture about the collection of DNA. **Benchmark:** 70% of students will achieve a passing score on the task	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes 90% of students successfully passed this written worksheet assignment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022)	

SLOs	Assessment Methods	Results	Changes Made
offered in the 6 yr cycle	**Notes:** Lynsey Walker	**Assessment Unit :** online	
SLO 9 - Identify and differentiate the chemical and material evidence in Arson and Explosives crime scenes. **SLO Status:** Active **Approval Date:** 11/13/2018 **If SLO is on Hold, describe why:** not offered in the 6 yr cycle	**Exam/Quiz - Embedded Questions Tied to SLOs -** Two questions from the Final exam were used to assess this SLO. I conducted an item analysis on the specific questions to determine the scores and class average. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 34 students that took the Final exam, the students successfully met the benchmark having averaged 88% overall on the exam. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	
SLO 10 - Identify and differentiate depressant, stimulant, hallucinogen, and narcotic substances and explain the methods of analyzing each type of substance in a forensic laboratory. **SLO Status:** Active **Approval Date:** 11/13/2018	**Written Assignment -** Questions tied to this learning outcome were provided on a written assignment. Student responses provided a 96% success for completion of assignment. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Lynsey Walker	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes There was a 96% success for completion of assignment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	

ADJ-13:Criminal Investigation

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Demonstrate a basic knowledge and understanding of the functions and fundamentals of crime scene investigation including: various methods of crime scene investigation,the recognition and utility of various categories and types of evidence, and the collection and preservation of various types of evidence to ensure maximum admissibility in a court of law. **SLO Status:** Active **Approval Date:** 10/11/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** 30 questions between the midterm and final exam were tied to this learning outcome. Students were graded on various true/ false, multiple choice, and fill-in-the-blank answers. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 80% of the students took both exams and passed with a 90% or higher. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online **Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 80% of the students took both exams and passed with a 90% or higher. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 2 - Demonstrate a basic ability to develop and manage a criminal case from inception to final adjudication in a court of law. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** Students were provided with a written prompt from the text and asked to write a response. Students' responses were graded on 0-150 points. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 80% of the students took both exams and passed with a 90% or higher. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online **Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 72% of students received a 70% (105) or higher score. This assessment indicated that students are exceeding the	

SLOs	Assessment Methods	Results	Changes Made
		benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 3 - Demonstrate a basic knowledge of interviewing and interrogation techniques. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** Students were provided with a discussion question topic and responded to the topic and other students. Student responses were rated 0-75. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 72% of students received a 70% or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
		Semester Assessed: 2023-24 (Fall 2023) **Benchmark Met:** Yes 72% of students received a 70% (105) or higher score. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 4 - Demonstrate written communication skills in an investigative team exercise. **SLO Status:** Active **Approval Date:** 10/11/2013	**Written Assignment -** Students were provided with a discussion question topic and responded to the topic and other students. Students were encouraged to build upon each other's answers. Student responses were rated 0-75. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 72% of students received a 70% or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
		Semester Assessed: 2023-24 (Fall 2023) **Benchmark Met:** Yes	

SLOs	Assessment Methods	Results	Changes Made
		72% of students received a 70% (105) or higher score. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** Hybrid	

ADJ-14 /JUS-14:Advanced Criminal Investigation

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate skills of collection and, preservation of both conclusive and, circumstantial evidence. **SLO Status:** Active **Approval Date:** 02/19/2015	**Project -** Students completed a hands-on sexual assault mock scenario. They prepared a written report and audio-visual documentary of their group investigation, including: first response/observations, evidence identification, scene/evidence documentation, suspect processing, and follow-up evidence analysis. They used photography, videography, and multiple media platforms. Student work was rated on a 0-4 scale, where 0=no evidence of competency and 4=mastery. **Benchmark:** 70% of students will be rated a minimum of 2 on the rubric, indicating a sufficient student level competency. **Notes:** Selena McKay-Davis	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 100% of students that completed this assignment scored 2 or higher on this assessment. This assessment indicates that students achieved the benchmark for this SLO. The assessment loop is closed. Future assessments should maintain the benchmarks for student achievement in this accelerated course. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 2 - Identify the methods of conducting a crime scene investigation that shall include protecting, recording, sketching, photography and video recording of crime scenes. **SLO Status:** Active **Approval Date:** 02/19/2015	**Exam/Quiz - Embedded Questions Tied to SLOs -** Six mid-term questions were tied to this SLO. Student responses were graded on a 0-100 percent scale, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 71% of students that completed this assignment scored 70% or higher on this assessment. This assessment indicates that students achieved the benchmark for this SLO. The assessment loop is closed. Future assessments should maintain the benchmarks for student achievement in this accelerated course. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 3 - Identify the various categories of crime scene related evidence to	**Written Assignment -** Eight questions were tied to this SLO and	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes	

SLOs	Assessment Methods	Results	Changes Made
include: •Ballistics •Fingerprints •DNA •Physical Matches •Trace evidence •Serology •Entomology •Secreted body fluids •Forensic anthropology •Archeological excavation of a crime scene. **SLO Status:** Active **Approval Date:** 02/19/2015	embedded in the final exam. Two written assignments detailing the subject matter were tied to this SLO. Student responses were graded on a 0-100 percent scale, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	100% of the students received a 70% or higher on the written assignments and 70% of the students received a 70% or higher on the final exam questions. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should maintain the benchmarks for student achievement in this accelerated course. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 4 - Demonstrate the procedures for protecting the chain of custody of various types of physical evidence. **SLO Status:** Active **Approval Date:** 02/19/2015	**Written Assignment -** Students completed a hands-on sexual assault mock scenario over the course of multiple class sessions. They maintained custody of the evidence from identification, collection, storage between classes, retrieval for evidence analysis/collection, and final storage. Student work was rated on a 0-4 scale, where 0=no evidence of competency and 4=mastery. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 100% of students scored a 2 or higher on this assessment. This assessment indicates that students achieved the benchmark for this SLO. The assessment loop is closed. Future assessments should maintain the benchmarks for student achievement in this accelerated course. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 5 - Demonstrate skills of working together as an investigative team. **SLO Status:** Active **Approval Date:** 02/19/2015	**Project -** Project /Performance: The assessment was conducted through four hands-on lab assignments where the students demonstrated their skills in collecting and preserving direct and circumstantial evidence at crime scenes.	**Semester Assessed:** 2021-22 (Spring 2022) **Benchmark Met:** Yes Of the 15 students that submitted the four lab assignments, the students successfully met the benchmark, having averaged 93.%. I consider this assessment loop closed. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, I consider this	

SLOs	Assessment Methods	Results	Changes Made
	Benchmark: 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	assessment loop to be closed. (06/13/2022) **Assessment Unit :** online	

ADJ-19:Introduction to Policing

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 3 - Identify, explain, and discuss police work, operations, culture, and behavior. **SLO Status:** Active **Approval Date:** 04/06/2019	**Coursework Converted to Rubric** **Score -** SLO 3 was assessed using 4 different assignments: One initial quiz, discussion board posts, and Exam 1 short answers and multiple choice. Student responses were rated on a class average and converted into a 0-4 scale, where 0=no evidence of competency and 4=mastery. **Benchmark:** 70% of students will achieve a passing score on the task	**Semester Assessed:** 2021-22 (Fall 2021) **Benchmark Met:** Yes The first quiz revealed a deficiency with the class averaging 54%. The content to meet the SLO was retaught using an additional video lecture and discussion board. It was then assessed using similar questions in both sections of Exam 1. Class average to meet the SLO was raised to 73% equating to 2 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	

ADJ-24:Interviewing & Interrogation

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Articulate, understand, and demonstrate proper legal preparation techniques for interviews and interrogations. **SLO Status:** Active **Approval Date:** 11/02/2021	**Written Assignment -** Students were provided with a written prompt from the text and asked to write a response. Students' responses were graded on 0-150 points. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 93% of students scored 70% or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	
SLO 2 - Examine and understand different interviewing and interrogation techniques, styles, and purposes. **SLO Status:** Active **Approval Date:** 11/02/2021	**Written Assignment -** Students were provided with a written prompt from the text and asked to write a response. Students' responses were graded on 0-150 points. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 93% of students scored 70% or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. Winter 2024 (02/29/2024) **Assessment Unit :** online	
SLO 3 - Examine, discuss, understand, and demonstrate the legal and ethical requirements within the interviewing and interrogation process. **SLO Status:** Active **Approval Date:** 11/02/2021	**Exam/Quiz - Embedded Questions Tied to SLOs -** Ten questions tied to this learning outcome were embedded in the final exam for this course. Student responses were graded on a 0-1 scale, where 0=no evidence of competency and 1= 1=competency. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 90% of students scored a 1 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. (02/29/2024) **Assessment Unit :** online	

SLOs	Assessment Methods	Results	Changes Made
SLO 4 - Discuss and display different verbal and non-verbal communication strategies for effective interpersonal communication and rapport building within diverse populations. **SLO Status:** Active **Approval Date:** 11/02/2021	**Written Assignment -** Students were provided with a written prompt from the text and asked to write a response. Students' responses were graded on 0-150 points. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Liam Doyle	**Semester Assessed:** 2023-24 (Fall 2023) **Benchmark Met:** Yes 93% of students scored 70% or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point, we consider this assessment loop to be closed. In the future, we may consider raising the benchmark or other assessments to encourage student growth. Winter 2024 (02/29/2024) **Assessment Unit :** online	

ADJ-27/PHO-27:Forensic & Crime Scene Photography

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Demonstrate proficiency in handling forensic photography equipment, including digital cameras and camera accessories, external flashes and light sources, tripods and stands, and other documentation equipment, including crime scene scanning technology and drone photography. **SLO Status:** Active **Approval Date:** 12/14/2021	**Written Assignment -** One question embedded in the final exam and one written exercise tied to this SLO were included in the course work. Student responses to the exam question required true/false determination and the written exercise encourage analysis of historic information to evaluate modern applications. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 5 out of 7 students answered the question correctly on the final exam. 71% of the students scored 70% or higher on this assessment. The written assessment of traditional visual crime scene and forensic photography compared to modern technological advancements was completed by 7 out of 8 students with an average score of 91%. 100% of the students scored 70% or higher on this assessment. This assessment indicated that students exceeded the benchmark for this SLO. Although the assessment loop is considered closed, future assessment tools should be more detailed to better devise how to encourage greater student growth. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 2 - Demonstrate competency in professional handling of digital cameras, including proper adjustment of aperture, shutter speed, and ISO to document forensic environments properly to meet legal and evidentiary standards. **SLO Status:** Active **Approval Date:** 12/14/2021	**Performance -** Students prepared a written and audio-visual documentary of their group investigation into a death scene, including: first response, observations, evidence and scene documentation. They used photography, videography, Word, and multiple media platforms to prepare a group audio-visual recording and report that incorporated all crime scene documentation gathered. Student work was graded on a 0-100 percent scale. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 100% of students scored 70% or higher on this assessment. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Hybrid	

SLOs	Assessment Methods	Results	Changes Made
SLO 3 - Understand, evaluate, and demonstrate the proper techniques for crime scene photography composition. **SLO Status:** Active **Approval Date:** 12/14/2021	**Project -** 3 Laboratory mid-term questions were tied to this SLO for hands-on demonstration of mastery. Student photographs were graded on a 0-100 percent scale, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 100% of the students scored 70% or higher on this assessment. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 4 - Understand and demonstrate correct close-up forensic photography for presentation of evidence in forensic environments. **SLO Status:** Active **Approval Date:** 12/14/2021	**Exam/Quiz - Embedded Questions Tied to SLOs -** Three questions were tied to this SLO which were embedded in the laboratory hands-on skills demonstration and two questions on the written final exam. Student responses were graded on a 0-100 percent scale, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** No 4 out of 7 students met the standard on Question #7, and 6 out of 7 students met the standard on Question #13 of the mid-term hands-on exercises. 7 out of 7 students met the standard on all questions in the final exam. While a majority of the students achieved the benchmark, the non-achieving students missed the bar by a small margin. Future instruction should test the minimum expectations for this SLO earlier in the course to allow for extended skills development in all types of learners. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced **Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 89% of students scored 70% or higher on this assessment. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 5 - Understand and demonstrate correct forensic photography techniques to document biological	**Exam/Quiz - Embedded Questions Tied to SLOs -** Three laboratory class assignments were tied to this SLO	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 94% of students scored 70% or higher on this assessment.	

SLOs	Assessment Methods	Results	Changes Made
material present at crime scenes, including latent fingerprints and biological material. **SLO Status:** Active **Approval Date:** 12/14/2021	where the students had to demonstrate their understanding and application of the photography techniques. Student responses were graded on a 0-100 percent scale or true/false, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Hybrid **Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 100% of students scored a 2 or higher on this assessment. This assessment indicates that students achieved the benchmark for this SLO. The assessment loop is closed. Future assessments should maintain the benchmarks for student achievement in this accelerated course. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 6 - Understand and demonstrate correct forensic photography techniques to document imprint, impression, and tool mark evidence. **SLO Status:** Active **Approval Date:** 12/14/2021	**Project -** Two laboratory class assignments were tied to this SLO where the students had to demonstrate their understanding and application of the photography techniques. Student responses were graded on a 0-100 percent scale or true/false, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 100% of students that completed this assignment scored 70% or higher on this assessment. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 7 - Understand and demonstrate correct forensic photography techniques to document injuries on bodies (human and animal). **SLO Status:** Active **Approval Date:** 12/14/2021	**Project -** Two questions tied to the SLO were embedded in the final quiz and two questions in the final exam. Additionally, students demonstrated the skills and techniques while processing the deceased victim in their final death scene mock scenario. Student responses were	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes "85% of students that took the final quiz and final exam scored 70% or higher on this assessment. 100% of students that completed the mock scenario assignment scored 70% or higher on this assessment." This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed.	

SLOs	Assessment Methods	Results	Changes Made
	graded on a 0-100 percent scale or true/false, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 8 - Understand and demonstrate correct forensic photography techniques utilizing alternate/forensic light sources. **SLO Status:** Active **Approval Date:** 12/14/2021	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** Five questions tied to this SLO were embedded in the final quiz and final exam. Student responses were graded on a 0-100 percent scale where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** No 66% of students scored 70% or higher on this assessment. Students performed below the benchmark. The primary method of instruction was verbal and lecture-based. Future laboratory sessions need to incorporate more time for hands-on experimentation in the laboratory setting to cement the lecture material. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 9 - Understand and demonstrate proper documentation techniques for collision and property damage scenes. **SLO Status:** Active **Approval Date:** 12/14/2021	**Project -** One laboratory class assignment was tied to this SLO where the students had to demonstrate their understanding and application of the photography techniques. Student responses were graded on a 0-100 percent scale or true/false, where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Semester Assessed:** 2022-23 (Spring 2023) **Benchmark Met:** Yes 83% of students that completed this assignment scored 70% or higher. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is closed. Future assessments should raise the benchmarks for student achievement. (02/29/2024) **Assessment Unit :** Hybrid	
SLO 10 - Analyze and demonstrate an	**Exam/Quiz - Embedded Questions**	**Semester Assessed:** 2022-23 (Spring 2023)	

SLOs	Assessment Methods	Results	Changes Made
understanding of pertinent laws and rules of evidence relating to forensic photography. **SLO Status:** Active **Approval Date:** 12/14/2021	**Tied to SLOs -** Two questions tied to this SLO were embedded in the final exam for this course. Student responses were graded on a 0-100 percent scale where 70% was identified as minimally proficient. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Selena McKay-Davis	**Benchmark Met:** Yes 71% of students scored 70% or higher on this assessment. This assessment indicates that students are exceeding the benchmark for this SLO. The assessment loop is not closed. Additional instruction and analysis of the SLO task needs to included in future lectures for a higher degree of comprehension. (02/29/2024) **Assessment Unit :** Lecture or Web-enhanced	

ADJ-801:Community Emergency Response Team (CERT)

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Identify and demonstrate the principal goals of the CERT program including roles and responsibilities and diversity implications. **SLO Status:** Active	**Project -** Classroom lab work, 4 daily activities, 50 question final exam and final disaster scenario were used to assess this SLO. Students were rated on a 0-4 scale, where 0=no evidence of competency and 4 = mastery. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Sigrid Williams	**Semester Assessed:** 2022-23 (Fall 2022) **Benchmark Met:** Yes 10 of 12 students met the standard by scoring 2 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/22/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 2 - Describe actions to take to prevent and prepare for potential active shooter incidents **SLO Status:** Active	**Project -** Classroom discussion, activity/drill, and final disaster scenario were used to assess this SLO. Students were rated on a 0-4 scale, where 0=no evidence of competency and 4 = mastery. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Sigrid Williams	**Semester Assessed:** 2022-23 (Fall 2022) **Benchmark Met:** Yes 100% of the students met the standard by scoring 2 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/22/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 3 - Develop tools to be successfully prepared and more resilient when incidents occur. **SLO Status:** Active	**Coursework Converted to Rubric Score -** Classroom lab work, 4 daily activities, 50 question final exam and final disaster scenario were used to assess this SLO along with a final presentation of a go bag. Students were rated on a 0-4 scale, where 0=no evidence of competency and 4 = mastery. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Sigrid Williams	**Semester Assessed:** 2022-23 (Fall 2022) **Benchmark Met:** Yes 10 of the 10 met the standard by scoring 2 or higher on this assessment, however only 8 had produced a go bag ready to help in the event of a disaster. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/22/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 4 - Demonstrate higher-order thinking skills about disaster issues, problems, and possible solutions. **SLO Status:** Active	**Project -** Classroom lab work and final disaster scenario were used to assess this SLO. Students were rated on a 0-4 scale, where 0=no evidence of competency and 4 = mastery.	**Semester Assessed:** 2022-23 (Fall 2022) **Benchmark Met:** Yes 100% of the students met the standard by scoring 2 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this	

SLOs	Assessment Methods	Results	Changes Made
	Benchmark: 70% of students will achieve a passing score on the task **Notes:** Sigrid Williams	point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/22/2024) **Assessment Unit :** Lecture or Web-enhanced	
SLO 5 - Demonstrate skills of working together as a team **SLO Status:** Active	**Coursework Converted to Rubric Score -** Classroom lab work, and final disaster scenario were used to assess this SLO. Students were rated on a 0-4 scale, where 0=no evidence of competency and 4 = mastery. **Benchmark:** 70% of students will achieve a passing score on the task **Notes:** Sigrid Williams	**Semester Assessed:** 2022-23 (Fall 2022) **Benchmark Met:** Yes 100% of the students met the standard by scoring 2 or higher on this assessment. This assessment indicated that students are exceeding the benchmark for this SLO. At this point we consider this assessment loop to be closed. In the future we may consider raising the benchmark or other assessments to encourage student growth. (02/22/2024) **Assessment Unit :** Lecture or Web-enhanced	

Salaries and Benefits			Select Job Title (*Pick from Drop Down and Cost Information will populate automatically*)			One Time Salary	Ongoing Salary	Benefits	Total
Certificated Administrator/Manager									
Classified Manager									
Full-Time Classified/Confidential - Position 1			Educational Advisor						-
Full-Time Classified/Confidential - Position 2									
Permanent Part-Time Classified	Enter FTE		Budget Analyst				-		
Full Time Faculty	Enter # of FT	1.00	*All Full Time Faculty are Costed at H-6 ($131,136)*				131,136	64,551	195,687
Full Time Counselor/Librarian	Enter # of FT		*All Full Time Counselors/Librarians are Costed at H-6 ($138,587)*						
			Select Job Title	***Rate Will Fill In automatically when selecting job title***	**Ongoing? Select Yes or No**				
Short Term Non Classified	Enter Annual Hrs		**Grant Analyst**	**$ 35.00**	**No**	0	0	-	-
Student Employee	Enter Annual Hrs		**Student Aide I**	**15.75**	**Yes**	0	0	-	-
Associate Faculty	Enter FTE Load		**Associate Faculty Costed at $117.84/hr**		**No**	-	0		
PT Counselor or Librarian	Enter FTE Load		**PT Counselor/Librarian Costed at $117.84/hr**		**No**		0		
Salaries and Benefits Total						**-**	**131,136**	**64,551**	**195,687**

New FT Faculty & Counselor Office Equipment Allocation				New One Time	New Ongoing	Total
Desk, Bookcase & Phone			***Will Populate Automatically When Adding FT Faculty & Counseling Positions>>>>>>>***	3,158		3,158
			New FT Faculty & Counselor Equipment Total	**3,158**		**3,158**

If you are adding permanent positions, please consider additional needs in the following areas only if needed.

Equipment, Supplies and Services		Life Cycle	Enter Description	New One Time	New Ongoing	Total
Equipment					**5,000**	-
Equipment Maintenance Agreements						-
Furniture and Fixtures						-
Instructional Equipment						-
Printing or Copying Services						-
Supplies					**500**	500
Advertising						-
Consultants/Specialists						-
Memberships/Subscriptions						-
Postage/Shipping/Bulk Mailing						-
Travel/Conference/Training					**1,000**	1,000
			Equipment, Supplies & Services Total	**-**	**6,500**	**1,500**

Technology		Life Cycle		Computer	Operating cost	Total
Computer Hardware/Software		5	***Enter Information on Technology Tab***	2,300	1,005	3,305
			Technology Total	**2,300**	**1,005**	**3,305**

Construction/Remodel of Buildings				
Capital Outlay - Buildings	**Enter Description**	**New One Time**	**New Ongoing**	**Total**
Building Construction/Acquisition				-
Building Improvement				-
Site Improvement				-
Other				-
	Capital Outlay Total	-	-	-

Operating Expenses - Buildings (Refer to M&O Standards Tab for Personnel needed per Square Footage)				
Building Maintenance				-
Building Security				-
Landscape/Hardscape Maintenance				-
Telephone				-
Custodial Services/Supplies				-
Utilities	***Use Utilities Estimator on Utilities Tab***		5,302	5,302
	Operating Expenses Total	-	5,302	5,302
	Total - Additional Buildings	**-**	**5,302**	**5,302**

Total Cost of Ownership Estimator	**208,951.56**

NEWS RELEASE
BUREAU OF LABOR STATISTICS
U. S. DEPARTMENT OF LABOR

For release 10:00 a.m. (ET) Friday, March 1, 2024 USDL-24-0397

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REGIONAL AND STATE UNEMPLOYMENT — 2023 ANNUAL AVERAGES

In 2023, annual average unemployment rates decreased in 6 states, increased in 2 states, and were little changed in 42 states and the District of Columbia, the U.S. Bureau of Labor Statistics reported today. Employment-population ratios increased in 10 states and were little changed in 40 states and the District. The U.S. jobless rate was unchanged over the year at 3.6 percent, while the national employment-population ratio rose by 0.3 percentage point to 60.3 percent.

Regional Unemployment

In 2023, the West was the only census region to post a change in its annual average unemployment rate from 2022 (+0.2 percentage point). The Midwest, 3.4 percent, and South, 3.3 percent, registered jobless rates lower than the U.S. rate in 2023, while the West, 4.2 percent, had a rate higher than the national figure. The unemployment rates in the Midwest and South were the lowest in their annual average series. All region, division, and state series begin in 1976. (See table 1.)

The Pacific was the only census division that had an over-the-year unemployment rate change in 2023 (+0.3 percentage point). The West North Central had the lowest jobless rate, 2.8 percent. The highest jobless rates among the divisions were in the Pacific, 4.5 percent, and Middle Atlantic, 4.0 percent. The East South Central, New England, South Atlantic, and West North Central divisions had rates below the national figure, while the Middle Atlantic and Pacific divisions had rates above it. The rates in the East South Central (3.3 percent) and South Atlantic (3.0 percent) set new annual average series lows.

Changes to Local Area Unemployment Statistics Data

Effective with this news release, data for regions, divisions, states, the District of Columbia, and modeled substate areas have been re-estimated from 2019 through 2023. The annual average data shown in tables 1 and 2 were affected, as were monthly seasonally adjusted and not seasonally adjusted data. Information on these data revisions is available at www.bls.gov/lau/launews1.htm.

State Unemployment

Six states had unemployment rate decreases in 2023, the largest of which were in Maryland (-0.9 percentage point) and Pennsylvania (-0.7 point). The only two states with over-the-year rate increases were California and New Jersey (+0.5 percentage point each). The remaining 42 states and the District of Columbia had annual average jobless rates in 2023 that were not appreciably different from those of the previous year, though some had changes that were at least as large numerically as the significant changes. (See table A and map 1.)

North Dakota had the lowest jobless rate among the states in 2023, 1.9 percent. Nevada had the highest unemployment rate, 5.1 percent. Overall, 23 states had unemployment rates lower than the U.S. figure of 3.6 percent, 6 states and the District of Columbia had higher rates, and 21 states had rates that were not appreciably different from that of the nation. Six states set new annual average series low unemployment rates in 2023: Maryland (2.1 percent), Mississippi (3.2 percent), North Dakota (1.9 percent), Ohio (3.5 percent), Pennsylvania (3.4 percent), and Vermont (2.0 percent). (See table B and map 2.)

Regional Employment-Population Ratios

In 2023, three census regions had increases in their employment-population ratios—the proportion of the civilian noninstitutional population 16 years of age and over who are employed. The Northeast had the largest ratio increase (+0.6 percentage point), followed by the Midwest (+0.4 point) and South (+0.3 point). The Midwest had the highest employment-population ratio, 62.1 percent, while the South had the lowest ratio, 59.3 percent. (See table 2.)

Five census divisions had over-the-year increases in their employment-population ratios in 2023, the largest of which was in the Middle Atlantic (+0.8 percentage point). Three divisions had ratios notably higher than the U.S. ratio of 60.3 percent: the West North Central, 64.8 percent; New England, 62.1 percent; and Mountain, 62.0 percent. Three divisions had ratios that were lower than the national average: the East South Central, 55.8 percent; South Atlantic, 59.5 percent; and Pacific, 59.6 percent.

State Employment-Population Ratios

In 2023, the largest employment-population ratio increase among the states occurred in Michigan (+1.6 percentage points), followed by Vermont and Virginia (+1.3 points each). Seven other states also had significant increases in their ratios. The remaining 40 states and the District of Columbia had ratios that were not notably different from those of the previous year, though some had changes that were at least as large numerically as the significant changes. (See table C.)

The District of Columbia had the highest proportion of employed people in 2023, 68.2 percent, which also set a new high in its annual average series. The next highest ratios were in North Dakota, 67.9 percent, and Utah, 67.7 percent. Mississippi and West Virginia had the lowest employment-population ratios among the states, 52.3 percent and 52.8 percent, respectively. Overall, 21 states and the District had employment-population ratios higher than the U.S. ratio of 60.3 percent, 16 states had lower ratios, and 13 states had ratios that were not appreciably different from that of the nation. (See table D and map 3.)

The State Employment and Unemployment news release for January 2024 is scheduled to be released on Monday, March 11, 2024, at 10:00 a.m. (ET). The Metropolitan Area Employment and Unemployment news release for January 2024 is scheduled to be released on Wednesday, March 13, 2024, at 10:00 a.m. (ET).

Table A. States with statistically significant unemployment rate changes, 2022–23 annual averages

State	Rate		Over-the-year rate change
	2022	2023	
California	4.3	4.8	0.5
Maryland	3.0	2.1	-.9
Mississippi	3.8	3.2	-.6
New Jersey	3.9	4.4	.5
Ohio	4.0	3.5	-.5
Pennsylvania	4.1	3.4	-.7
Vermont	2.3	2.0	-.3
Wyoming	3.4	2.9	-.5

Table B. States with unemployment rates significantly different from that of the U.S., 2023 annual averages

State	Rate
United States	3.6
Alabama	2.5
California	4.8
District of Columbia	4.9
Florida	2.9
Georgia	3.2
Hawaii	3.0
Idaho	3.1
Illinois	4.5
Iowa	2.9
Kansas	2.7
Maine	2.9
Maryland	2.1
Minnesota	2.8
Missouri	3.0
Montana	2.9
Nebraska	2.3
Nevada	5.1
New Hampshire	2.2
New Jersey	4.4
New York	4.2
North Dakota	1.9
Rhode Island	3.0
South Carolina	3.0
South Dakota	2.0
Texas	3.9
Utah	2.6
Vermont	2.0
Virginia	2.9
Wisconsin	3.0
Wyoming	2.9

Table C. States with statistically significant employment-population ratio changes, 2022–23 annual averages

State	Ratio		Over-the-year ratio change
	2022	2023	
Florida	57.3	57.9	0.6
Maryland	62.8	63.7	.9
Michigan	57.9	59.5	1.6
Nevada	58.4	59.5	1.1
New Mexico	54.2	55.1	.9
New York	57.6	58.6	1.0
Oklahoma	59.9	60.9	1.0
Pennsylvania	59.3	60.1	.8
Vermont	62.1	63.4	1.3
Virginia	63.2	64.5	1.3

Table D. States with employment-population ratios significantly different from that of the U.S., 2023 annual averages

State	Ratio
United States	60.3
Alabama	55.8
Alaska	62.4
Arkansas	55.6
California	59.1
Colorado	66.2
Connecticut	61.8
Delaware	58.5
District of Columbia	68.2
Florida	57.9
Hawaii	58.4
Illinois	61.4
Iowa	65.8
Kansas	64.8
Kentucky	54.8
Louisiana	56.5
Maine	57.5
Maryland	63.7
Massachusetts	62.9
Minnesota	66.4
Mississippi	52.3
Nebraska	67.5
New Hampshire	63.6
New Jersey	62.0
New Mexico	55.1
New York	58.6
North Carolina	58.9
North Dakota	67.9
South Carolina	55.7
South Dakota	66.8
Tennessee	57.9
Texas	61.9
Utah	67.7
Vermont	63.4
Virginia	64.5
Washington	61.7
West Virginia	52.8
Wisconsin	63.8
Wyoming	62.1

Technical Note

This release presents labor force and unemployment data for census regions and divisions and states from the Local Area Unemployment Statistics (LAUS) program. The LAUS program is a federal-state cooperative endeavor.

Concepts

Definitions. The labor force and unemployment data are based on the same concepts and definitions as those used for the official national estimates obtained from the Current Population Survey (CPS), a sample survey of households that is conducted for the Bureau of Labor Statistics (BLS) by the U.S. Census Bureau. The LAUS program measures employed and unemployed people on a place-of-residence basis. The universe for each is the civilian noninstitutional population 16 years of age and older. *Employed* people are those who did any work at all for pay or profit in the reference week (the week including the 12th of the month) or worked 15 hours or more without pay in a family business or farm, plus those not working who had a job from which they were temporarily absent, whether or not paid, for such reasons as labor management dispute, illness, or vacation. *Unemployed* people are those who were not employed during the reference week (based on the definition above), had actively looked for a job sometime in the 4-week period ending with the reference week, and were currently available for work; people on layoff expecting recall need not be looking for work to be counted as unemployed. The *labor force* is the sum of employed and unemployed people. The *unemployment rate* is the number of unemployed people expressed as a percent of the labor force. The e*mployment-population ratio* is the proportion of the civilian noninstitutional population 16 years of age and older that is employed.

Method of estimation. Estimates for 48 of the 50 states, the District of Columbia, the Los Angeles-Long Beach-Glendale metropolitan division, New York City, and the balances of California and New York State are produced using estimating equations based on regression techniques. This method uses data from several sources, including the CPS, the Current Employment Statistics (CES) survey of nonfarm payroll employment, and state unemployment insurance (UI) programs. Estimates for the state of California are derived by summing the estimates for the Los Angeles-Long Beach-Glendale metropolitan division and the balance of California. Similarly, estimates for New York State are derived by summing the estimates for New York City and the balance of New York State. Estimates for all nine census divisions are based on a similar regression approach that does not incorporate CES or UI data. Estimates for census regions are obtained by summing the model-based estimates for the component divisions and then calculating the unemployment rate. Each month, census division estimates are controlled to national totals; state estimates are then controlled to their respective division totals. A detailed description of the estimation procedures is available from BLS upon request.

Annual revisions. Labor force and unemployment data for prior years reflect adjustments made at the beginning of each year. The adjusted estimates incorporate updated population controls from the U.S. Census Bureau, any revisions in the other data sources, and model re-estimation. Historical data for the most recent 5 years (both seasonally adjusted and not seasonally adjusted) are revised near the beginning of each calendar year, prior to the release of January estimates.

The population controls for April 2020 forward reflect a "blended base," using population totals from the 2020 Census but demographic distributions still based on the 2010 Census. Typically, population estimates are revised back to the decennial estimates base. However, due to notable discontinuities between the final, 2010-extrapolated recontrol series and the new blended base series that coincide with the peak pandemic months of March–April 2020, BLS implemented a temporary wedged population series for the 2010s through March 2020. For more information on these population controls, see www.bls.gov/lau/important-information-on-revisions-to-data-for-model-based-areas-in-2022.htm.

Reliability of the estimates

The estimates presented in this release are based on sample surveys, administrative data, and modeling and, thus, are subject to sampling and other types of errors. *Sampling error* is a measure of sampling variability—that is, variation that occurs by chance because a sample rather than the entire population is surveyed. Survey data also are subject to *nonsampling errors*, such as those which can be introduced into the data collection and processing operations. Estimates not directly derived from sample surveys are subject to additional errors resulting from the specific estimation processes used. In table 1, level estimates for states may not sum to level estimates for regions and divisions because of rounding. Unemployment rates and employment-population ratios are computed from unrounded levels and, thus, may differ slightly

from rates and ratios computed using the rounded level estimates displayed in table 1.

Use of error measures. Changes in unemployment rates and employment-population ratios are cited in the analysis of this release only if they have been determined to be statistically significant. Furthermore, unemployment rates and employment-population ratios for the latest year generally are cited only if they have been determined to be significantly different from the corresponding U.S. measure. The underlying model-based error measures are available online at www.bls.gov/lau/lastderr.htm. BLS uses 90-percent confidence levels in determining whether changes in LAUS unemployment rates and employment-population ratios are statistically significant. The average magnitude of the over-the-year change in an annual state unemployment rate that is required in order to be statistically significant at the 90-percent confidence level is about 0.4 percentage point. The average magnitude of the over-the-year change in an annual state employment-population ratio that is required in order to be statistically significant at the 90-percent confidence level is about 0.8 percentage point. Measures of nonsampling error are not available.

Additional information

If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.

Table 1. Employment status of the civilian noninstitutional population 16 years of age and over by region, division, and state, 2022–23 annual averages

(Numbers in thousands)

Region, division, and state	Population		Civilian labor force		Employed		Unemployed		Unemployment rate		Error range of rate, 2023 [1]
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	
United States	263,973	266,942	164,287	167,116	158,291	161,037	5,996	6,080	3.6	3.6	3.6 – 3.7
Northeast	46,231	46,299	28,810	29,082	27,667	27,977	1,143	1,106	4.0	3.8	3.6 – 4.0
New England	12,426	12,488	8,012	8,017	7,734	7,758	278	258	3.5	3.2	3.0 – 3.5
Connecticut	2,934	2,948	1,912	1,893	1,834	1,822	78	71	4.1	3.8	3.1 – 4.4
Maine	1,152	1,162	681	687	662	668	19	20	2.8	2.9	2.3 – 3.5
Massachusetts	5,741	5,766	3,744	3,752	3,606	3,625	137	126	3.7	3.4	3.0 – 3.8
New Hampshire	1,160	1,167	760	760	743	743	17	17	2.3	2.2	1.8 – 2.6
Rhode Island	898	902	572	574	554	557	18	17	3.2	3.0	2.4 – 3.6
Vermont	540	542	344	351	336	344	8	7	2.3	2.0	1.7 – 2.4
Middle Atlantic	33,805	33,811	20,797	21,066	19,933	20,218	864	847	4.2	4.0	3.8 – 4.3
New Jersey	7,402	7,439	4,736	4,830	4,553	4,616	184	214	3.9	4.4	3.9 – 4.9
New York	15,937	15,893	9,596	9,718	9,179	9,307	417	411	4.3	4.2	3.9 – 4.6
Pennsylvania	10,466	10,479	6,465	6,518	6,202	6,296	263	223	4.1	3.4	3.1 – 3.8
Midwest	54,397	54,656	34,744	35,128	33,538	33,919	1,206	1,208	3.5	3.4	3.3 – 3.6
East North Central	37,450	37,599	23,490	23,768	22,570	22,873	919	896	3.9	3.8	3.6 – 4.0
Illinois	10,012	10,022	6,422	6,438	6,127	6,151	294	287	4.6	4.5	4.0 – 4.9
Indiana	5,337	5,375	3,374	3,401	3,271	3,288	103	113	3.1	3.3	2.9 – 3.8
Michigan	8,058	8,085	4,866	5,008	4,664	4,812	202	195	4.1	3.9	3.5 – 4.3
Ohio	9,318	9,359	5,733	5,787	5,503	5,582	230	205	4.0	3.5	3.1 – 3.9
Wisconsin	4,726	4,760	3,095	3,134	3,005	3,039	90	95	2.9	3.0	2.6 – 3.5
West North Central	16,947	17,056	11,254	11,360	10,968	11,047	286	313	2.5	2.8	2.5 – 3.0
Iowa	2,510	2,523	1,706	1,709	1,658	1,659	48	50	2.8	2.9	2.5 – 3.4
Kansas	2,259	2,270	1,503	1,511	1,463	1,471	40	40	2.6	2.7	2.2 – 3.1
Minnesota	4,505	4,535	3,071	3,100	2,993	3,013	79	87	2.6	2.8	2.4 – 3.2
Missouri	4,867	4,895	3,037	3,088	2,957	2,994	79	94	2.6	3.0	2.6 – 3.5
Nebraska	1,515	1,527	1,050	1,055	1,028	1,031	23	24	2.2	2.3	1.9 – 2.6
North Dakota	597	602	412	417	404	409	8	8	2.0	1.9	1.6 – 2.2
South Dakota	694	704	475	480	465	471	10	10	2.0	2.0	1.6 – 2.4
South	100,949	102,396	61,631	62,839	59,534	60,755	2,097	2,084	3.4	3.3	3.2 – 3.4
South Atlantic	53,676	54,469	32,710	33,409	31,670	32,398	1,040	1,012	3.2	3.0	2.9 – 3.2
Delaware	819	832	497	507	476	486	21	20	4.3	4.0	3.4 – 4.5
District of Columbia	548	555	388	398	370	379	18	20	4.7	4.9	4.3 – 5.5
Florida	18,084	18,437	10,692	10,989	10,371	10,669	321	320	3.0	2.9	2.6 – 3.2
Georgia	8,484	8,610	5,222	5,306	5,058	5,136	164	170	3.1	3.2	2.8 – 3.6
Maryland	4,870	4,892	3,155	3,185	3,060	3,117	95	68	3.0	2.1	1.7 – 2.6
North Carolina	8,434	8,574	5,156	5,232	4,966	5,051	190	181	3.7	3.5	3.1 – 3.8
South Carolina	4,188	4,275	2,393	2,453	2,316	2,380	77	73	3.2	3.0	2.5 – 3.4
Virginia	6,816	6,863	4,427	4,555	4,305	4,424	123	131	2.8	2.9	2.5 – 3.3
West Virginia	1,432	1,431	779	786	748	755	30	31	3.9	3.9	3.4 – 4.4
East South Central	15,368	15,509	8,917	8,945	8,615	8,652	302	293	3.4	3.3	3.0 – 3.5
Alabama	3,998	4,033	2,276	2,308	2,219	2,250	58	58	2.5	2.5	2.1 – 2.9
Kentucky	3,528	3,546	2,030	2,026	1,948	1,942	82	84	4.0	4.2	3.5 – 4.8
Mississippi	2,272	2,281	1,248	1,231	1,200	1,192	48	39	3.8	3.2	2.7 – 3.7
Tennessee	5,570	5,649	3,362	3,380	3,248	3,268	114	112	3.4	3.3	2.8 – 3.8
West South Central	31,905	32,419	20,004	20,485	19,248	19,706	756	779	3.8	3.8	3.6 – 4.0
Arkansas	2,372	2,395	1,360	1,378	1,316	1,333	44	45	3.2	3.3	2.8 – 3.7
Louisiana	3,545	3,542	2,069	2,077	1,993	2,000	76	77	3.7	3.7	3.2 – 4.2
Oklahoma	3,083	3,119	1,904	1,963	1,845	1,900	58	63	3.1	3.2	2.7 – 3.7
Texas	22,906	23,362	14,672	15,067	14,094	14,473	578	595	3.9	3.9	3.7 – 4.2
West	62,486	62,906	39,157	39,640	37,603	37,972	1,553	1,668	4.0	4.2	4.0 – 4.4
Mountain	20,114	20,385	12,831	13,111	12,383	12,643	448	468	3.5	3.6	3.3 – 3.8
Arizona	5,857	5,944	3,600	3,691	3,463	3,547	137	144	3.8	3.9	3.4 – 4.4
Colorado	4,672	4,723	3,187	3,230	3,089	3,128	98	102	3.1	3.2	2.7 – 3.7
Idaho	1,501	1,530	945	962	918	932	27	30	2.8	3.1	2.7 – 3.5
Montana	897	910	564	574	549	558	15	17	2.7	2.9	2.5 – 3.3
Nevada	2,527	2,555	1,558	1,603	1,476	1,520	81	82	5.2	5.1	4.5 – 5.8
New Mexico	1,676	1,686	947	965	909	929	39	36	4.1	3.8	3.2 – 4.3
Utah	2,527	2,575	1,738	1,790	1,697	1,743	41	47	2.4	2.6	2.2 – 3.0
Wyoming	457	462	293	295	283	287	10	9	3.4	2.9	2.4 – 3.4
Pacific	42,372	42,521	26,326	26,530	25,220	25,329	1,105	1,200	4.2	4.5	4.3 – 4.7
Alaska	546	548	354	357	339	342	15	15	4.2	4.2	3.5 – 4.9
California	31,041	31,124	19,169	19,308	18,349	18,388	820	920	4.3	4.8	4.5 – 5.0
Hawaii	1,124	1,124	673	676	651	656	22	20	3.3	3.0	2.5 – 3.5
Oregon	3,458	3,467	2,160	2,162	2,075	2,082	85	80	3.9	3.7	3.2 – 4.2
Washington	6,204	6,258	3,970	4,026	3,807	3,861	163	165	4.1	4.1	3.6 – 4.6
Puerto Rico	2,735	2,729	1,187	1,197	1,116	1,127	71	70	6.0	5.9	NA

[1] Error ranges are shown at the 90-percent confidence level and are based on unrounded data.
NA = Data not available.
NOTE: Data refer to place of residence. Unemployment rates are in percent and are based on unrounded levels. Data for subnational areas reflect revised population controls and model re-estimation. As a result, they will not add to U.S. totals. Data for Puerto Rico are derived from a monthly household survey similar to the Current Population Survey.

Table 2. Employment-population ratios of persons 16 years of age and over by region, division, and state, 2022–23 annual averages

(Percent)

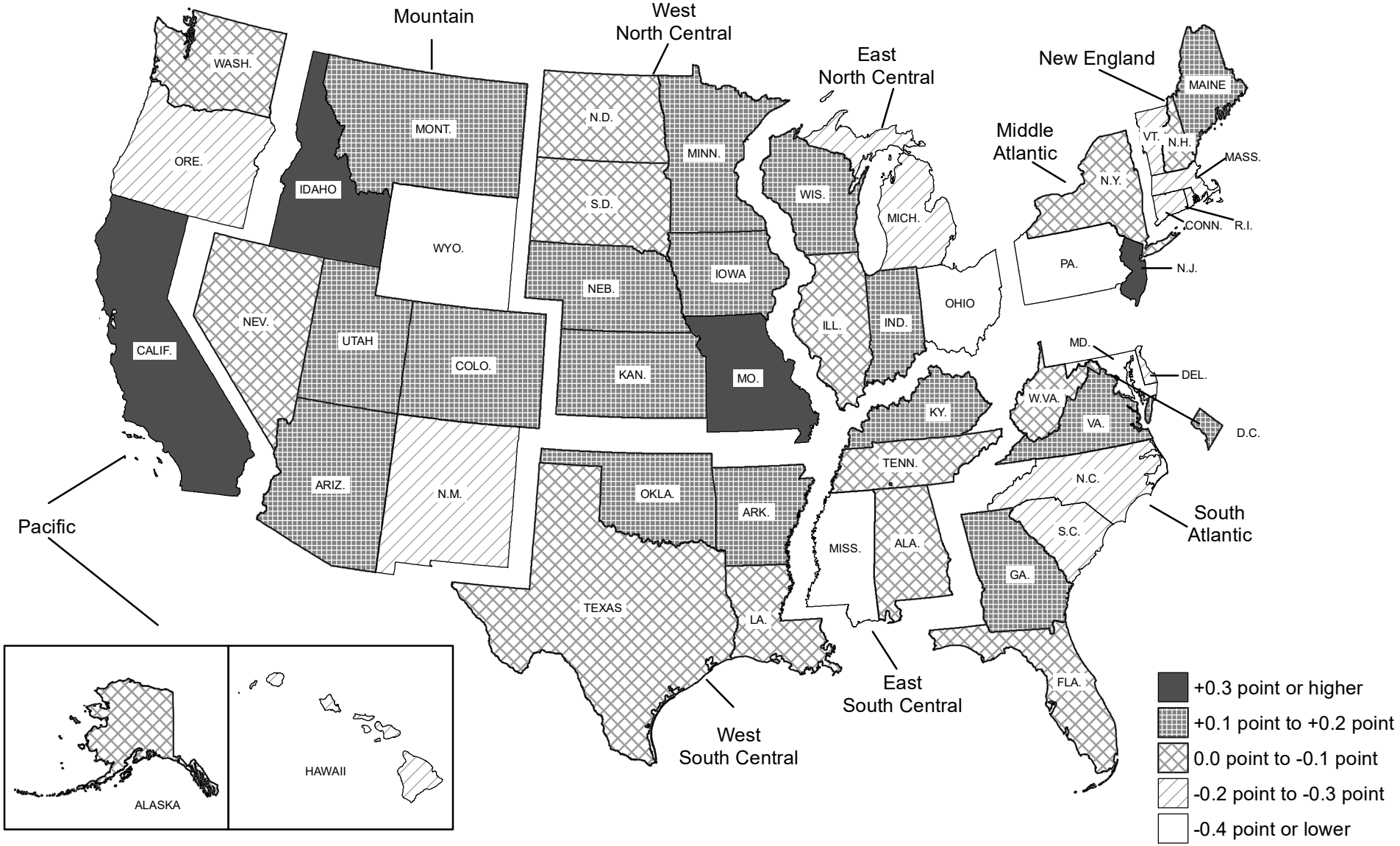
Region, division, and state	Employment-population ratio [1]		Over-the-year change	Error range of ratio, 2023 [2]
	2022	2023		
United States	60.0	60.3	0.3	60.2 – 60.5
Northeast	59.8	60.4	.6	60.0 – 60.9
New England	62.2	62.1	-.1	61.5 – 62.8
Connecticut	62.5	61.8	-.7	60.4 – 63.3
Maine	57.4	57.5	.1	55.8 – 59.1
Massachusetts	62.8	62.9	.1	61.8 – 63.9
New Hampshire	64.1	63.6	-.5	62.4 – 64.9
Rhode Island	61.6	61.7	.1	60.1 – 63.3
Vermont	62.1	63.4	1.3	62.1 – 64.7
Middle Atlantic	59.0	59.8	.8	59.2 – 60.4
New Jersey	61.5	62.0	.5	60.9 – 63.2
New York	57.6	58.6	1.0	57.8 – 59.3
Pennsylvania	59.3	60.1	.8	59.2 – 61.0
Midwest	61.7	62.1	.4	61.6 – 62.5
East North Central	60.3	60.8	.5	60.3 – 61.4
Illinois	61.2	61.4	.2	60.4 – 62.4
Indiana	61.3	61.2	-.1	59.9 – 62.4
Michigan	57.9	59.5	1.6	58.4 – 60.6
Ohio	59.1	59.7	.6	58.6 – 60.7
Wisconsin	63.6	63.8	.2	62.5 – 65.2
West North Central	64.7	64.8	.1	64.1 – 65.5
Iowa	66.1	65.8	-.3	64.3 – 67.2
Kansas	64.7	64.8	.1	63.4 – 66.1
Minnesota	66.4	66.4	.0	65.1 – 67.8
Missouri	60.8	61.2	.4	59.9 – 62.4
Nebraska	67.9	67.5	-.4	66.3 – 68.8
North Dakota	67.6	67.9	.3	66.1 – 69.7
South Dakota	67.0	66.8	-.2	65.2 – 68.5
South	59.0	59.3	.3	59.0 – 59.7
South Atlantic	59.0	59.5	.5	59.0 – 59.9
Delaware	58.1	58.5	.4	57.1 – 59.9
District of Columbia	67.5	68.2	.7	66.8 – 69.6
Florida	57.3	57.9	.6	57.1 – 58.6
Georgia	59.6	59.6	.0	58.6 – 60.7
Maryland	62.8	63.7	.9	62.3 – 65.2
North Carolina	58.9	58.9	.0	57.9 – 59.9
South Carolina	55.3	55.7	.4	54.5 – 56.8
Virginia	63.2	64.5	1.3	63.3 – 65.6
West Virginia	52.3	52.8	.5	51.2 – 54.3
East South Central	56.1	55.8	-.3	55.0 – 56.6
Alabama	55.5	55.8	.3	54.4 – 57.2
Kentucky	55.2	54.8	-.4	53.2 – 56.3
Mississippi	52.8	52.3	-.5	50.9 – 53.6
Tennessee	58.3	57.9	-.4	56.6 – 59.1
West South Central	60.3	60.8	.5	60.2 – 61.3
Arkansas	55.5	55.6	.1	54.4 – 56.9
Louisiana	56.2	56.5	.3	55.3 – 57.7
Oklahoma	59.9	60.9	1.0	59.6 – 62.3
Texas	61.5	61.9	.4	61.3 – 62.6
West	60.2	60.4	.2	60.0 – 60.7
Mountain	61.6	62.0	.4	61.4 – 62.6
Arizona	59.1	59.7	.6	58.3 – 61.0
Colorado	66.1	66.2	.1	64.9 – 67.6
Idaho	61.2	60.9	-.3	59.6 – 62.2
Montana	61.2	61.3	.1	60.1 – 62.5
Nevada	58.4	59.5	1.1	58.1 – 60.9
New Mexico	54.2	55.1	.9	54.0 – 56.2
Utah	67.1	67.7	.6	66.3 – 69.1
Wyoming	61.8	62.1	.3	60.5 – 63.7
Pacific	59.5	59.6	.1	59.1 – 60.0
Alaska	62.0	62.4	.4	60.8 – 63.9
California	59.1	59.1	.0	58.5 – 59.6
Hawaii	57.9	58.4	.5	57.1 – 59.7
Oregon	60.0	60.0	.0	58.6 – 61.5
Washington	61.4	61.7	.3	60.5 – 62.9
Puerto Rico	40.8	41.3	.5	NA

[1] Employment as a percent of the civilian noninstitutional population 16 years of age and over.
[2] Error ranges are shown at the 90-percent confidence level and are based on unrounded data.
NA = Data not available.

NOTE: Data refer to place of residence. Employment-population ratios are based on unrounded levels. Data for subnational areas reflect revised population controls and model re-estimation. Data for Puerto Rico are derived from a monthly household survey similar to the Current Population Survey.

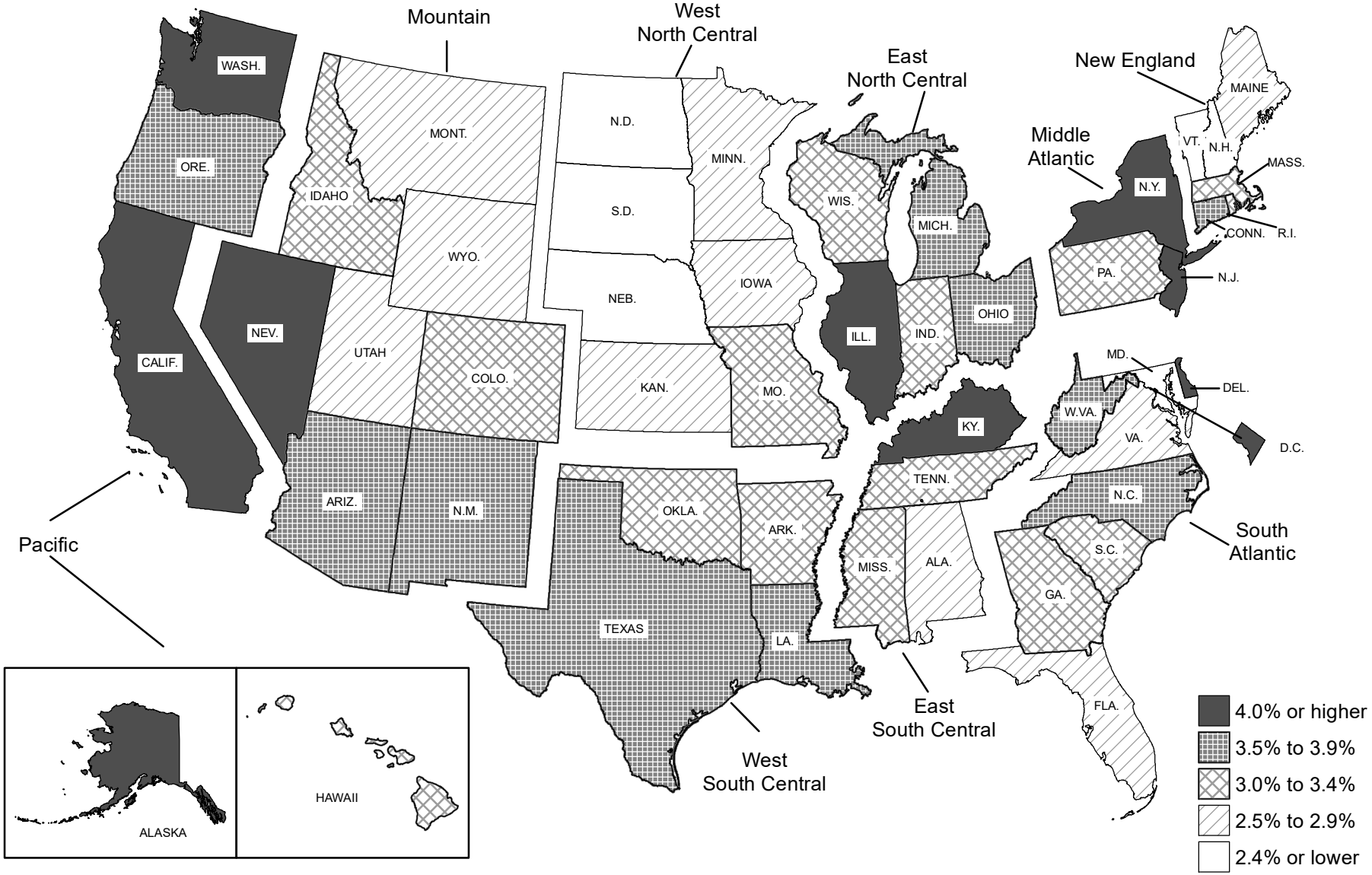
Map 1. Over-the-year change in unemployment rates by state, 2022-23 annual averages

(U.S. change = 0.0 percentage point)



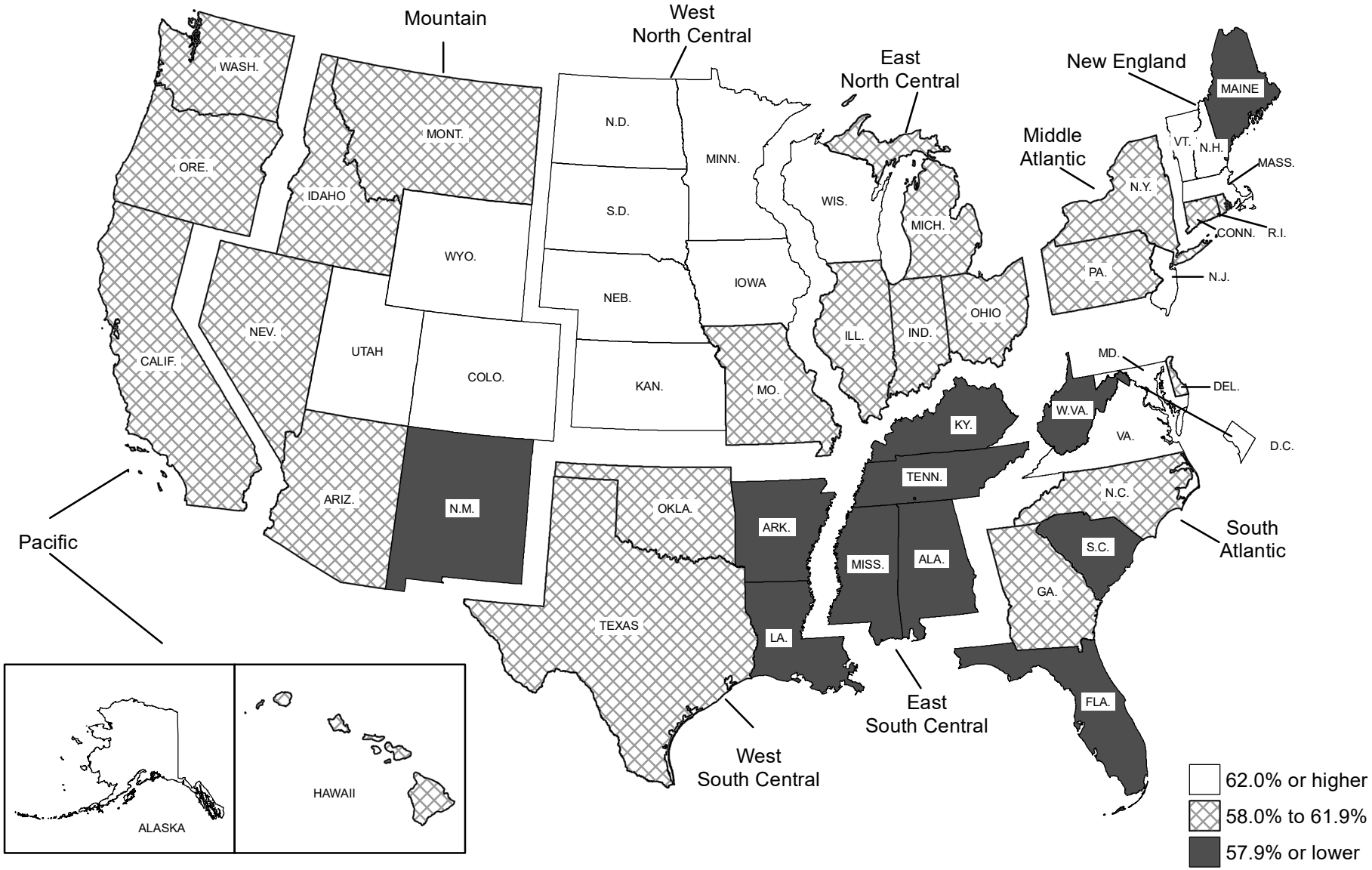
Map 2. Unemployment rates by state, 2023 annual averages

(U.S. rate = 3.6 percent)



Map 3. Employment-population ratios by state, 2023 annual averages

(U.S. ratio = 60.3 percent)



RE: ADJ Conferences for 2024-2025 Program Review

Midgett, Jethro <Jethro.Midgett@norcocollege.edu>

Mon 3/11/2024 2:46 PM

To:Burnett, Sarah <Sarah.Burnett@norcocollege.edu>;Williams, Sigrid <Sigrid.Williams@norcocollege.edu>;Leese, Mike <Mike.Leese@norcocollege.edu>;Adams, Maria <Maria.Adams@norcocollege.edu>

I am always in full support of your efforts to continually improve and stay up-to-date!

From: Burnett, Sarah <Sarah.Burnett@norcocollege.edu>
Sent: Sunday, March 10, 2024 10:01 AM
To: Williams, Sigrid <Sigrid.Williams@norcocollege.edu>; Leese, Mike <Mike.Leese@norcocollege.edu>; Adams, Maria <Maria.Adams@norcocollege.edu>; Midgett, Jethro <Jethro.Midgett@norcocollege.edu>
Subject: Re: ADJ Conferences for 2024-2025 Program Review

Hi all,
I have no problem supporting your desire to expand your professional knowledge...approve and support your proposed budget and plan
🙂

Sarah M. Burnett, Ph.D.
Professor, Early Childhood Education

"Try to be a rainbow in someone's cloud" - Maya Angelou

From: Williams, Sigrid <Sigrid.Williams@norcocollege.edu>
Sent: Saturday, March 9, 2024 11:28 AM
To: Leese, Mike <Mike.Leese@norcocollege.edu>; Adams, Maria <Maria.Adams@norcocollege.edu>; Burnett, Sarah <Sarah.Burnett@norcocollege.edu>; Midgett, Jethro <Jethro.Midgett@norcocollege.edu>
Subject: ADJ Conferences for 2024-2025 Program Review

Good morning everyone.

As part of our program review we will be asking for funding to support professional development in the form of conferences (discipline specific, CTE, DEI, ASCCC, etc). Below is a current breakdown. A part of the process, we must include an actional item and approval from our school in the form of minutes/email is okay.

Costs

Conference	Date	Location	# Faculty	Est. Total Cost
WACJ	Oct	Reno, NV	2	$3,500
CCCAOE Fall Conference	Oct	Palm Springs, CA	2	$2,500
ASCCC Fall Plenary	Fall	Varies	1	$1,750
ACJS	Mar	Out of State	2	$8,000
CCCAOE Spring Conference	Apr	Sacramento, CA	2	$3,500
ASCCC Spring Plenary	Apr	Varies	1	$1,750
IEDRC – CTE Faculty Retreat	May	San Diego, CA	2	IEDRC
CCCCO – Online Teaching Conference	June	Long Beach, CA	2	$2,500
CERT National Conference	June	Varies	1	$5,000
Total cost for PD				**$28,500**

Please send me your response whether you support our request for professional development.

Please reply all so I can capture the entire conversation. Thank you.

All my best,

Sigrid Williams

Dr. Sigrid Williams, Ed.D., MPA

Associate Professor, Administration of Justice

Co-Chair, School of Human and Public Services (HaPS)

Credit for Prior Learning (CPL) Coordinator, California MAP Initiative

ASCCC CTE Leadership Committee 2023-2024

CCCAOE Advocacy Committee Member

Academic Senate CTE Liaison, CTE Faculty Rep. ASCCC

CERT Program Manager & Master Instructor

Office: STEM 200-A| Office Phone: 951-739-7825

sigrid.williams@norcocollege.edu

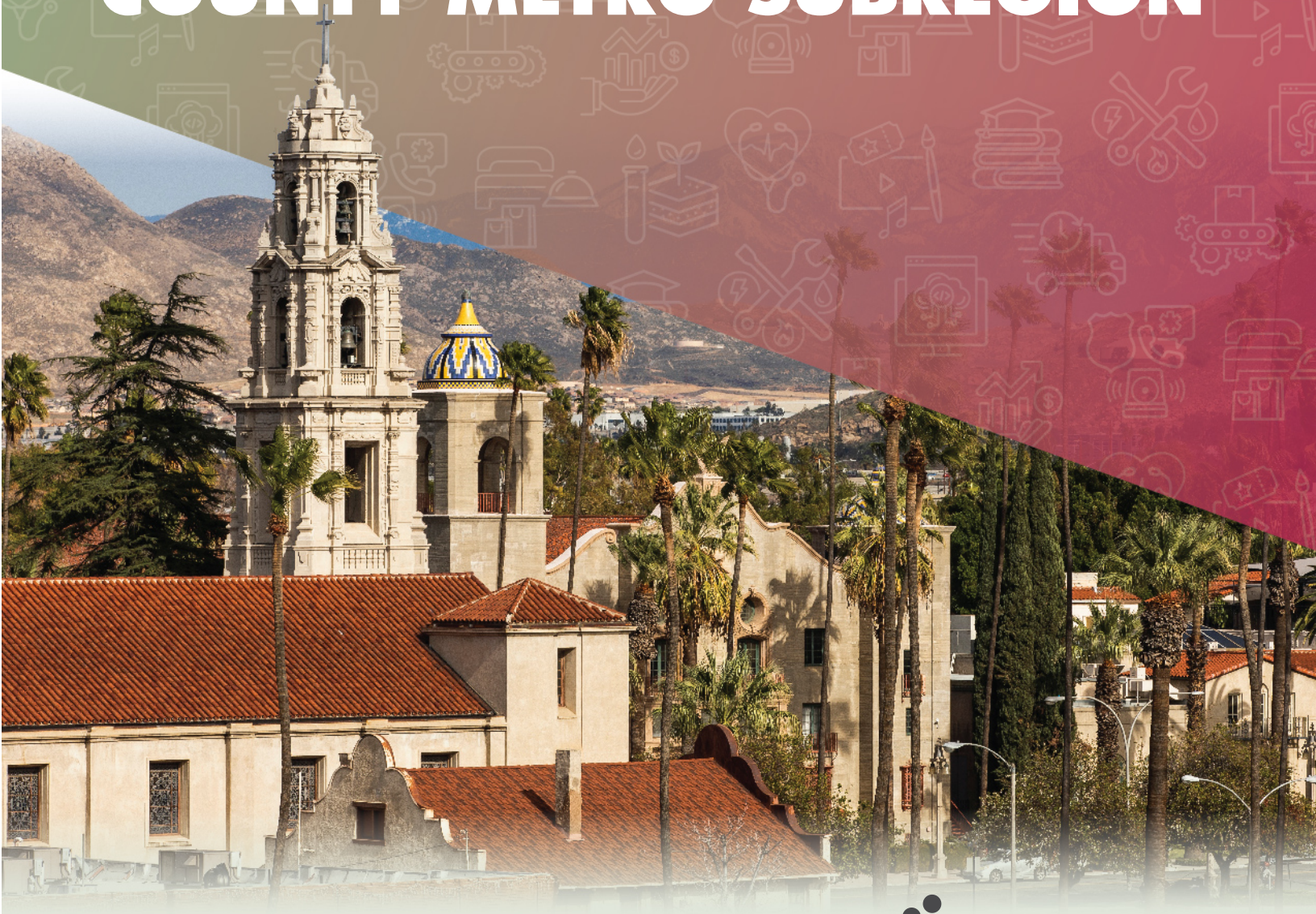
I may have used voice recognition to construct this email. Please excuse any strange typos. Thanks.

"The contents of this e-mail message and any attachments are confidential and are intended solely for addressee(s). The information may also be legally privileged. This transmission is sent in trust, for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail or phone and **delete** this message and its attachments, if any."

2023

WORKFORCE DEMAND ASSESSMENT

INLAND EMPIRE-RIVERSIDE COUNTY METRO SUBREGION



INLAND EMPIRE/DESERT REGIONAL CONSORTIUM
STRONG WORKFORCE

C·O·E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

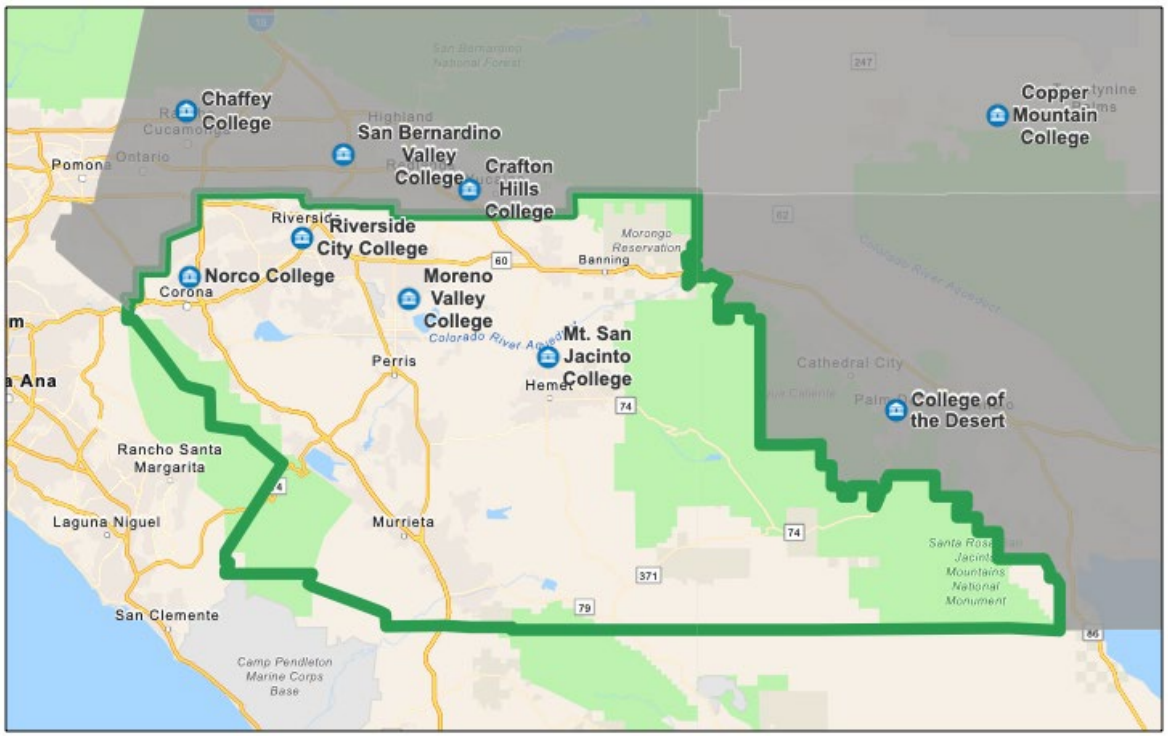
Inland Empire-Riverside County Metro Subregional Overview

Located in the southwestern quadrant of the Riverside-San Bernardino-Ontario metropolitan statistical area (MSA), the Inland Empire-Riverside County Metro subregion encompasses the western portion of Riverside County, extending north to the San Bernardino County line, including San Gorgonio Pass communities and south to the San Diego County border. The Inland Empire-Riverside County Metro Subregion is the largest of the region's four subregions in terms of current population size and is expected to grow the fastest over the next five years. While this subregion was the second largest in terms of current job counts, it is projected to be the fastest growing and will add the most jobs over the next five years. (See Appendix A for a map of all subregions and a list of ZIP codes associated with this subregion.) This subregion is home to four community colleges within the Riverside Community College District and Mt. San Jacinto Community College District, 16 high school districts, and the University of California, Riverside.

To assist regional community colleges with strategic planning and career education (CE) program development, the Inland Empire/Desert Region Center of Excellence (COE) conducted a series of subregional workforce demand assessments to pinpoint high-quality job opportunities for program investment. This analysis identifies occupations that show strong workforce demand and offer median hourly earnings that exceed the state's living wage standard. The occupations highlighted in this assessment may be used to calibrate or develop CE training programs designed to address the region's in-demand and high-wage job opportunities.

Demographic, industry, and high-quality job information at the regional-level is available in the Inland Empire/Desert Regional Workforce Demand Assessment: https://bit.ly/2022IED.

Exhibit 1. Community colleges in the Inland Empire-Riverside County Metro Subregion



Methodology and Data Sources

This report focuses on occupations identified through the Bureau of Labor Statistics (BLS) Standard Occupational Classification (SOC) System that are crosswalked to California Community Colleges Taxonomy of Programs (TOP) codes. These occupations are most relevant for students who enroll in community college career education training programs (CE). This report analyzes occupations related to the 10 sectors designated by the California Community Colleges Chancellor's Office (CCCCO) with a typical entry-level education requirement of either high school, community college, or a bachelor's degree. The subregional analysis by sector allows for a comprehensive evaluation of where high-quality jobs exist and where colleges may invest in CE programs to address labor market demand.

A program inventory was conducted for each CCCCO sector, examining programs offered by community colleges in the region. Education levels, current employment (2021 job count), projected occupational demand (annual job openings), and earnings associated with occupations in each sector are included in the assessment.

For each sector, occupations that meet the high-quality job definition are highlighted, i.e., occupations that are both in-demand and have high-wages. For this study, an occupation is considered in-demand if it has 100 or more regional annual job openings over the next five years. Occupations are considered high wage if their median hourly wage meets or exceeds $21.82 per hour, the MIT living wage standard for a single adult in California. Further information on MIT Living Wage Standard Methodology is available on their website.[1]

Labor market data in this report is sourced from Lightcast 2022.4. The community college program inventory was sourced from the Chancellor's Office Curriculum Inventory (COCI 2.0) and each community college's course catalog. Each college verified the program inventory to ensure the college offerings were current and accurate. Each sector contains a list of existing program offerings and programs currently not offered by community colleges in the subregion.

[1] "Living Wage Calculator for California," MIT Living Wage, 2023, accessed January 18, 2023, https://livingwage.mit.edu/states/06.

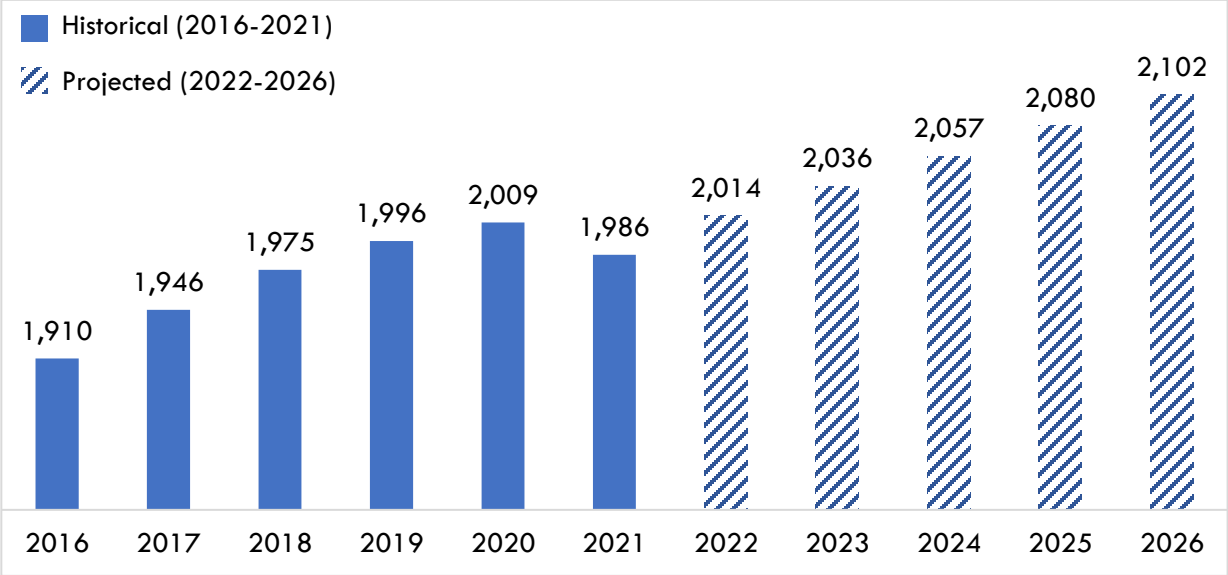
Subregion Demographics and Labor Force

This section analyzes the Inland Empire-Riverside County Metro Subregion's demographic characteristics, including population size, gender, race/ethnicity, age, educational attainment, and labor force participation. Providing foundational information on a subregion's demographic composition helps to ensure equitable service for all residents. The demographic data displayed in this report reflects the examined subregional area and may not directly reflect a postsecondary institution's student population.

Population

In 2021, the Inland Empire-Riverside County Metro Subregion contained about 1.99 million residents, or 42.7% of the region's 4.65 million residents (Exhibit 2). Over the last five years, between 2016 and 2021, the population of this subregion increased by 4%, while the greater region increased by 3.2%. Population growth in this subregion is expected to grow faster than the overall region (up by 4.1%) and the state (declining by -0.4%). Over the next five years, between 2021 and 2026, the subregion's population is projected to increase by 5.9%, adding nearly 117,000 residents.

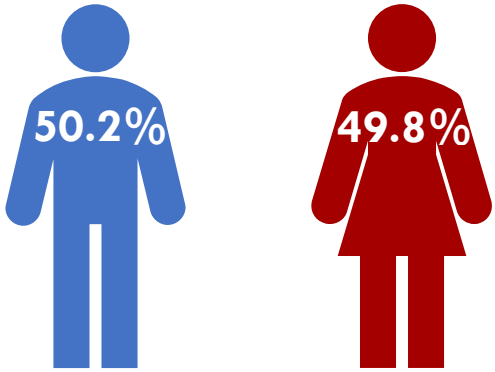
Exhibit 2. Population change, in thousands, Inland Empire-Riverside County Metro Subregion, 2016-2026



Gender

The subregional population has slightly more male (50.2%) than female (49.8%) residents (Exhibit 3). These numbers are similar to the greater region's gender composition, in which 50.3% of residents are male and 49.7% are female.

Exhibit 3. Gender composition, Inland Empire-Riverside County Metro Subregion, 2021



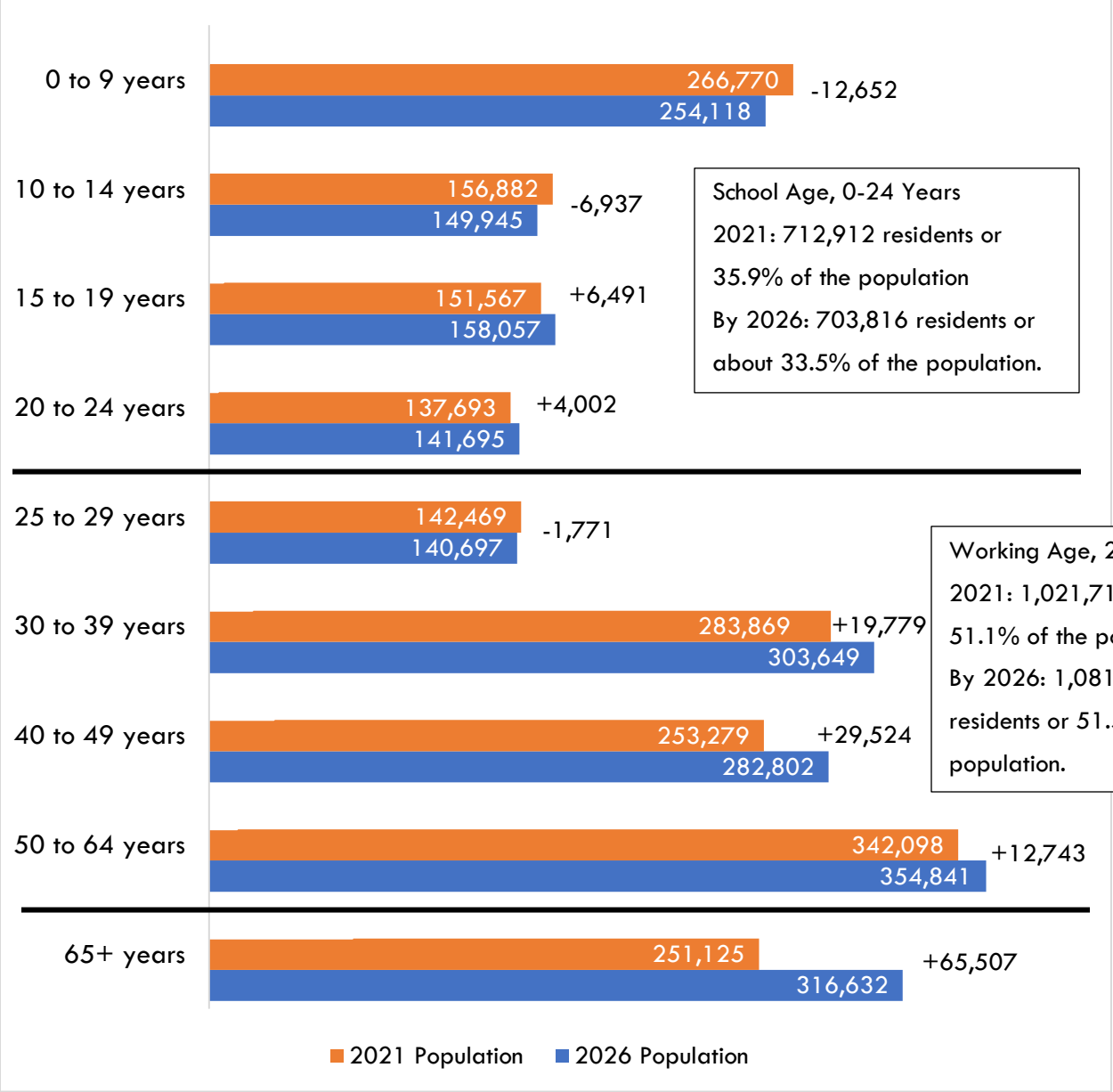
Age

The size of resident age categories may provide insight into future demand for housing, services, and educational enrollment. In 2021, the 0-to-24 age group represented nearly 36% of the Inland Empire-Riverside County Metro Subregion's population. By 2026, this age group is projected to decrease by just over 1% or nearly 9,100 residents. The most notable declines will be seen in the 0-to-9 age group (down 4.7%) and the 10-to-14 age group.

The working-age population, the 25-to-64 age group, comprised more than 51% of the subregion's population in 2021. Over the next five years, the working-age population is expected to gain nearly 60,300 residents, expanding by 5.9%. Within the working-age population, notable growth over the next five years is projected for two age groups: The 30-to-39 age group will increase by 7%, and the 40-to-49 age group will increase by 11.7%. The 25-to-29 age group will decrease by just over 1%.

The age group comprising residents 65 years and older is projected to rise by 26.1% over the next five years, adding more than 65,500 residents. This is the fastest-growing age group in the subregion.

Exhibit 4. Resident age composition and five-year change, Inland Empire-Riverside County Metro Subregion, 2021-2026

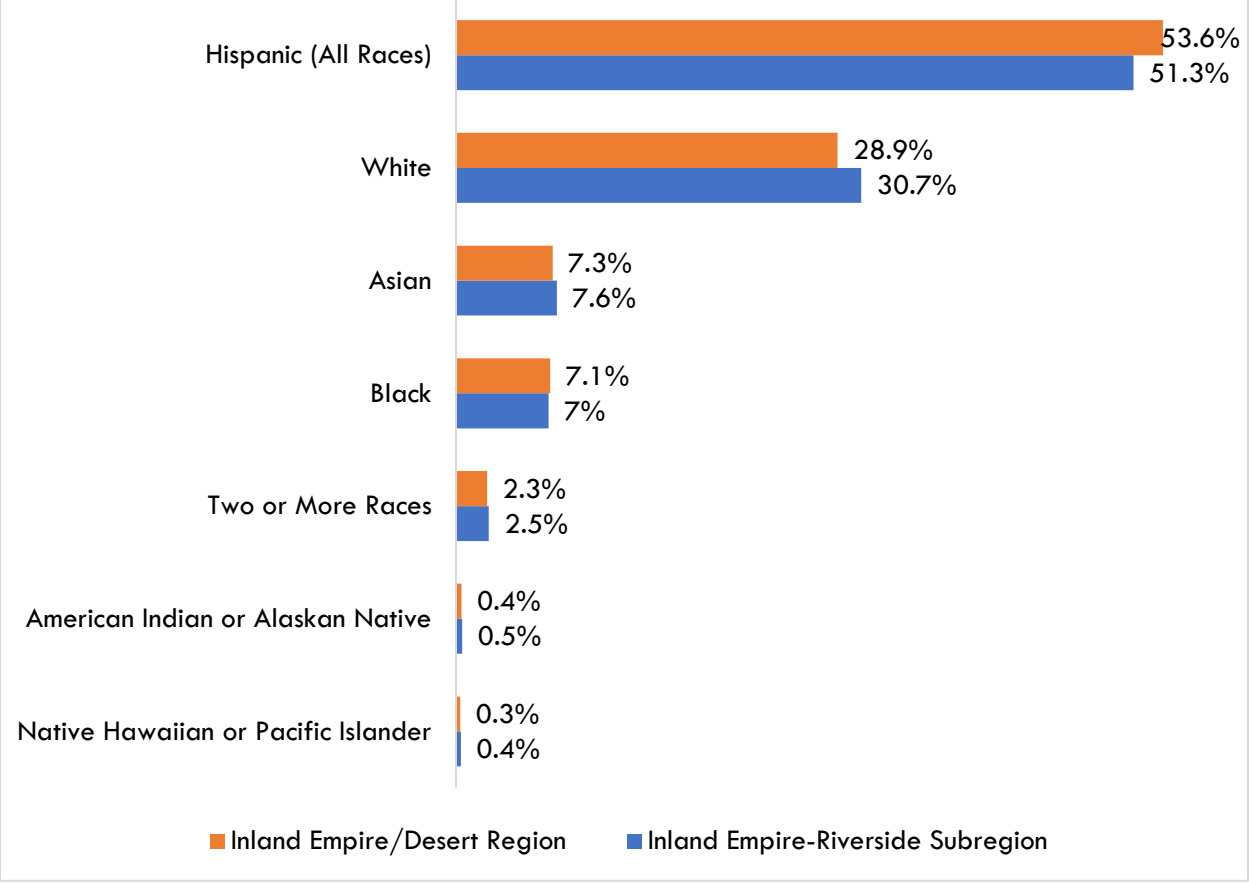


Race and Ethnicity

The U.S. Census Bureau collects race and ethnicity data from residents in accordance with the U.S. Office of Management and Budget's guidelines.[2] The Census questionnaire asks each resident to self-identify by selecting their race and whether they are of Hispanic or Latino origin. These are categories that generally reflect an individual's social definition and are "not an attempt to define race biologically, anthropologically, or genetically." Race and ethnicity data are particularly critical in federal and state civil rights policymaking, addressing issues such as providing equal employment opportunities and addressing racial disparities in health and environment assessments.[3] (See Appendix B for terms and definitions related to population demographics.)

In 2021, residents identifying as Hispanic or Latino (all races) made up more than half (51.3%) of the subregion's population, a slightly smaller share than the region's 53.6% (Exhibit 5). The subregion contains a somewhat larger percentage of Asian (alone) residents than the region, 7.6% and 7.3%, respectively. White residents comprise a larger proportion of the subregion's population, 30.7%, compared to the region's, 28.9%.

Exhibit 5. Race (non-Hispanic) and ethnicity (Hispanic or Latino, all races) composition, Inland Empire-Riverside County Metro Subregion and Inland Empire/Desert Region, 2021



[2] This report uses race and ethnicity data from Lightcast collected by the U.S. Census Bureau through the American Community Survey. The terms in this document, including white, Hispanic, and Black, adhere to the terms and definitions the Census Bureau uses in collecting its data. For definitions, please refer to https://www.census.gov/topics/population/race/about.html.

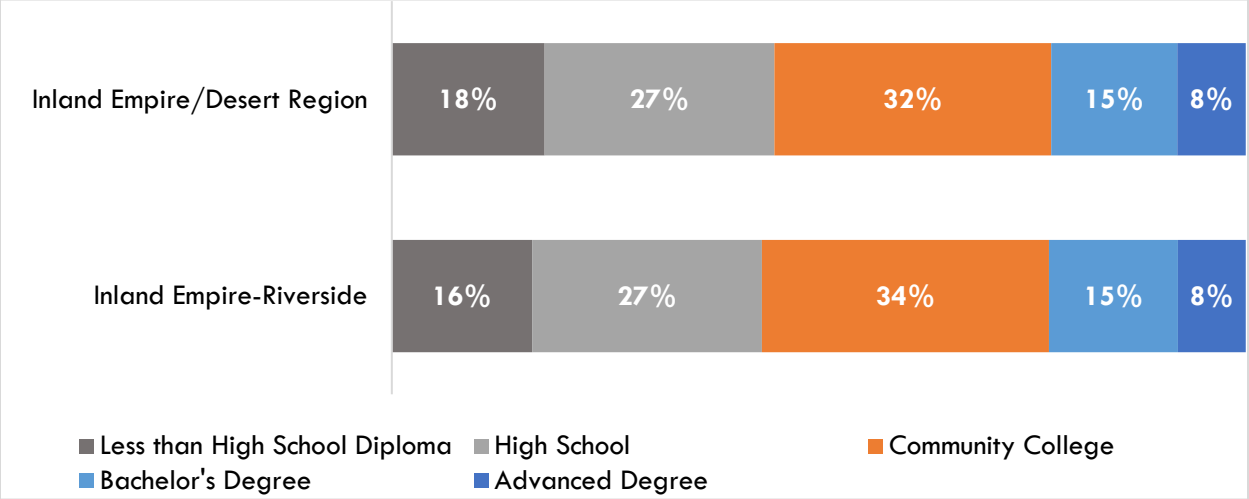
[3] "*2020 Census Frequently Asked Questions About Race and Ethnicity*," United States Census Bureau, *2023, accessed January 18, 2023*, https://www.census.gov/programs-surveys/decennial-census/decade/2020/planning-management/release/faqs-race-ethnicity.html.

Educational Attainment

Educational attainment refers to the highest level of education that residents age 25 and older have completed. Educational attainment data may illuminate mismatches between resident skills and employment needs and the need for additional regional postsecondary program offerings.

Approximately 43% of the residents in the subregion have a high school diploma or less, a 2% smaller share than the Inland Empire/Desert Region (Exhibit 6). This may indicate an opportunity for more CE program outreach to increase educational attainment in the region. The subregion has a greater share of residents with a community college education (some college but no degree, or an associate degree), 34%, than the region, 32%. Compared to the region, the subregion has the same share of residents who have completed a bachelor's degree or higher, 23%.

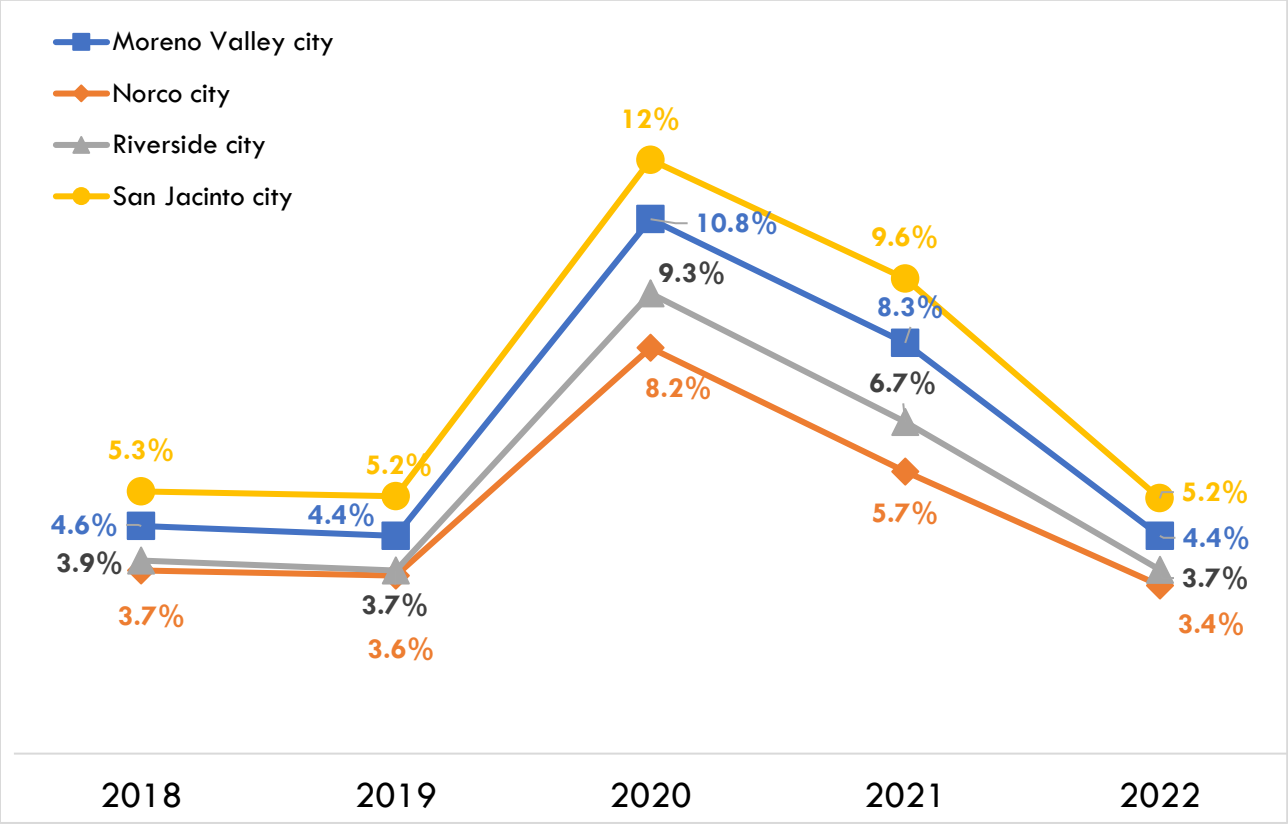
Exhibit 6. Educational attainment, Inland Empire-Riverside County Metro Subregion and Inland Empire/Desert Region, 2021



Labor Force and Unemployment Rate

Labor force data reflects the employment status of people by where they live. The labor force is the total count of residents working (employed) or seeking work (unemployed). The unemployment rate represents the number of unemployed individuals expressed as a share of the total labor force. Exhibit 7 displays city-level unemployment rate trends for cities containing community college main campuses.

Exhibit 7. Annual average unemployment rate for the Inland Empire-Riverside County Metro Cities, 2018-2022 (Preliminary)



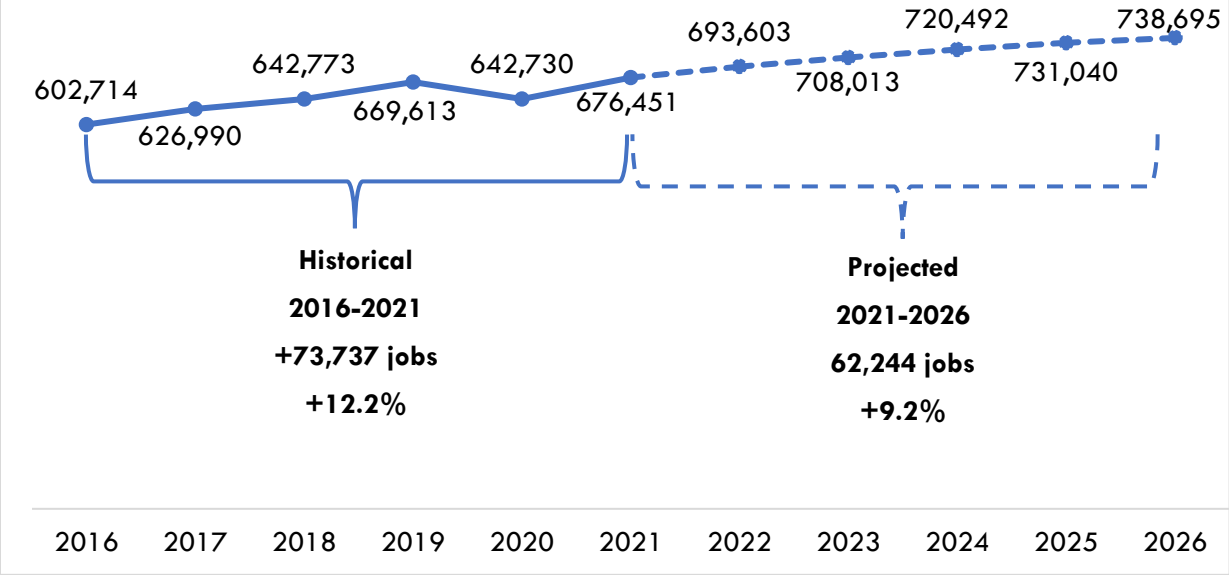
Subregional Industries

Industries are groups of employer establishments categorized by their primary business activity, e.g., what they produce, sell, or the services they provide.[4] Industries can be measured using many methods. This assessment analyzes industries by their current job count, job change over the next five years, average earnings per worker, and location quotient. It is essential to recognize that industries hire dozens of occupations that support a business's activity, including management, business and financial operations, health care, food preparation, sales, and production occupational categories, to name a few. Each industry job is counted, whether full-time or part-time, usually where the business conducts its payroll activity.

In the subregion, industry employers reported more than 676,500 total jobs in 2021, or about 39% of the Inland Empire/Desert Region's total employment (nearly 1.74 million jobs) (Exhibit 8). Over the next five years, the subregion's industry employment is projected to grow by 9.2% (adding more than 62,000 jobs, faster than the greater region's projected job growth of 8.6%. The subregion is projected to contribute 41.7% of the region's net job growth over the next five years.

Over the past five years, from 2016 to 2021, subregional employment rose by 12.2%, a net increase of over 73,700 jobs. Average employment in the subregion experienced a slight drop in 2020 due to the effects of the COVID-19 pandemic, shedding an average of nearly 26,900 jobs or about 4% of total employment.

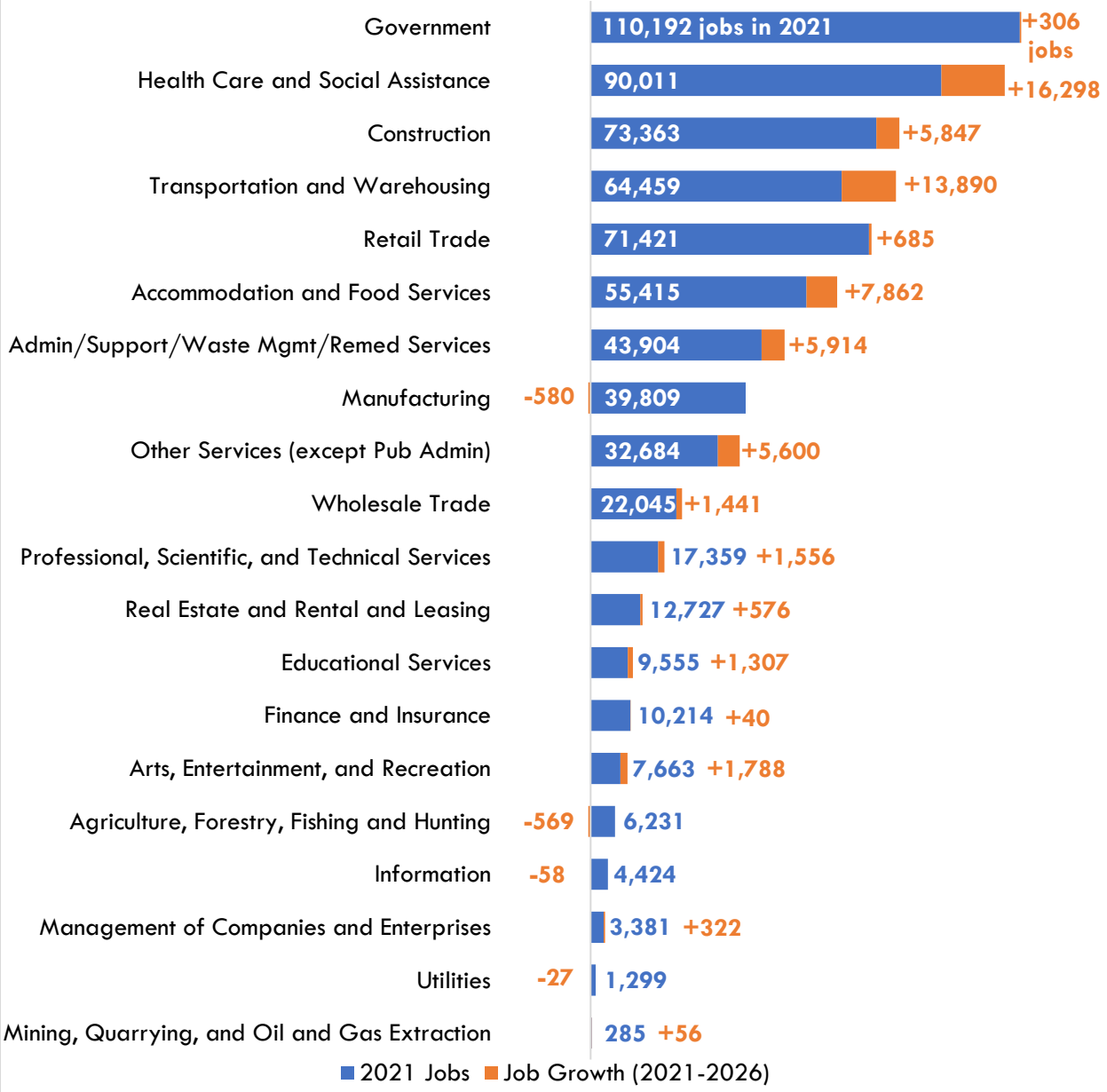
Exhibit 8. Historical and projected change in industry employment, Inland Empire-Riverside County Metro Subregion, 2016-2026



In 2021, the largest industries by employment were government, health care and social assistance, construction, transportation and warehousing, and retail trade. Combined, they accounted for more than 409,400 jobs or approximately 61% of subregional employment. The top five industries adding jobs to the subregion are health care and social assistance, transportation and warehousing, accommodation and food services, administrative and support, waste management and remediation services, and construction. These industries are projected to contribute 80% of the subregion's job growth through 2026.

[4] "North American Industry Classification System (NAICS)," United States Census Bureau, 2017, accessed January 18, 2023, https://www.census.gov/naics/?58967?yearbck=2017.

Exhibit 9. Current and projected change in industry employment, Inland Empire-Riverside County Metro Subregion, 2021-2026



Industry Groups

The previous section described the employment share of the region's major industry sectors. NAICS codes facilitate a detailed analysis of subindustries within these major sectors. This analysis provides a clearer picture of industry activity that drives that regional economy.

Exhibit 10 provides a sample of high-quality industry groups. High-quality industries are those that are growing faster than the region overall (at or above 8.6% growth), have average per-job earnings above the living wage standard ($45,386 annually), and have a high location quotient at or above 1.2. A location quotient reflects the concentration of an industry in an area compared to the nation overall. Highly concentrated industries, those with a high location quotient, often describe the type of business activity an area is "known for." (See Appendix B for terms and definitions.)

In 2021, over 98,100 jobs were employed by industry groups that met the high-quality industry group definition. While high-quality industry groups accounted for nearly 15% of regional employment in 2021, these industry groups are projected to add 29% of subregional jobs over the next five years.

Exhibit 10. High-quality industry groups that are growing faster than the region overall, have average per-job earnings above the living wage standard, and a high concentration, Inland Empire-Riverside County Metro Subregion, 2021-2026

Industry Groups (NAICS4)	2021 Jobs	2021-2026 Job Change	Growth Rate	Location Quotient	Average Earnings Per Job
Transportation and Warehousing					
Warehousing and Storage (4931)	46,786	11,111	23.7%	6.6	$59,742
Construction					
Residential Building Construction (2361)	6,551	575	8.8%	1.2	$73,135
Utility System Construction (2371)	5,868	549	9.4%	2.0	$83,003
Building Equipment Contractors (2382)	18,772	2,382	12.7%	1.6	$68,574
Manufacturing					
Commercial and Service Industry Machinery Manufacturing (3333)	677	66	9.8%	1.9	$109,018
Office Furniture (including Fixtures) Manufacturing (3372)	775	95	12.2%	1.8	$75,874
Wholesale Trade					
Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers (4231)	2,446	276	11.3%	1.6	$77,533
Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers (4237)	2,180	826	37.9%	1.8	$72,116
Grocery and Related Product Merchant Wholesalers (4244)	4,046	398	9.8%	1.3	$101,137
Health Care and Social Assistance					
Outpatient Care Centers (6214)	5,972	1,345	22.5%	1.4	$97,082
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities (6232)	3,177	284	8.9%	1.2	$52,491
Arts, Entertainment, and Recreation					
Spectator Sports (7112)	861	316	36.7%	1.3	$45,439

The detailed industry groups displayed above are notable due to their growth, strong earnings, and concentration in the subregion compared to the nation overall. While location quotient data may provide insight into the unique presence of certain industries that may define a region, an additional 60 industry groups are growing and have average earnings per job above the regional living wage standard. In 2021, industry groups that met these criteria accounted for nearly 14% of subregional employment, with more than 93,500 jobs. These industry groups are projected to contribute 21% of subregional job growth through 2026.

Occupational Overview

An occupation is a collection of jobs, and job titles, which perform similar work tasks and share similar work knowledge, skills, and abilities. Employees who perform essentially the same tasks are classified in the same occupation, whether or not they are in the same industry. It's important to note that some occupations are concentrated in a few industries (e.g., police officers are only employed in government), whereas other occupations are found in most industries (e.g., information technology workers and maintenance workers).[5]

Inland Empire/Desert community colleges currently offer programs that train for occupations associated with the 10 CCCCO. The following sections discuss current employment and future demand for high-quality occupations related to regional training programs that align with the CCCCO sectors. For each sector, existing programs and programs not currently offered by community colleges in the subregion have been identified. The occupations listed for each sector meet the high-quality job designation, i.e., occupations that are both in-demand (at least 100 annual job openings) and high-wage ($21.82 and higher).

In this study, occupational employment in the subregion was analyzed in terms of each occupation's educational requirements, i.e., the entry-level education level needed to enter employment, such as a high school diploma; community college coursework, a degree, or certificate; or a bachelor's degree. Employers report typical entry-level educational requirements at the national level, and alternative paths to securing employment may exist depending on employer preferences and state licensing requirements. For example, registered nurses (RNs) typically must possess a bachelor's degree to enter employment in most states; however, California RN licensing may be attained after completing an Associate Degree in Nursing (ADN) through the California Community Colleges.[6]

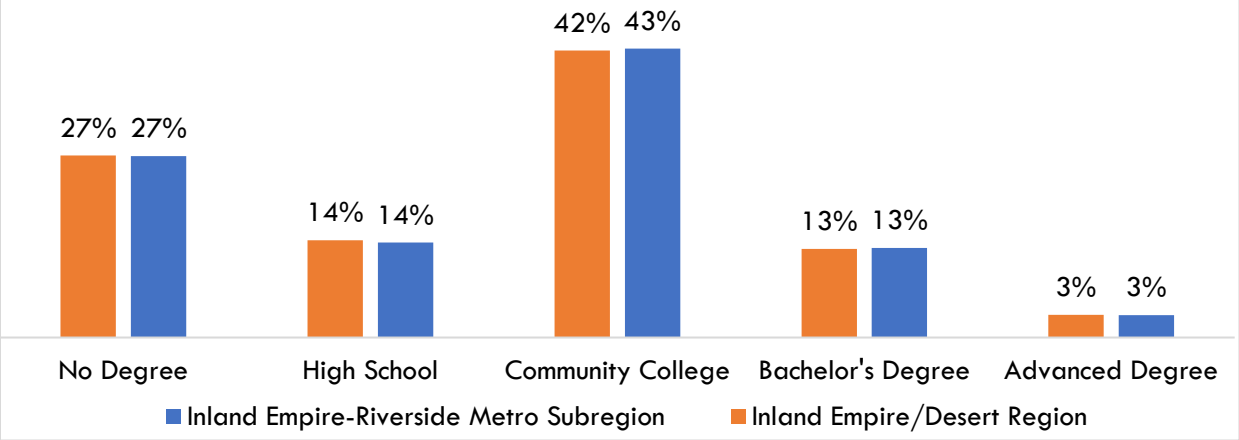
California Community Colleges provide education and training that generally prepares workers to enter community-college-level jobs. These jobs typically require an education beyond a high school diploma but less than a four-year degree. Most community-college-level jobs offer a higher pay rate than jobs requiring less education, making them an excellent fit for community college students on a CE pathway who want to enter in-demand careers that offer a living wage.

Bachelor's-level jobs require a four-year degree from a college or university. These jobs were excluded from this report because they require a higher level of education from a four-year institution. High-school-level jobs illuminate possibilities open to those choosing to enter the workforce after securing a high school diploma or G.E.D., or jobs typically open to those who choose to work while attending college. This assessment does not include occupations that typically require an education beyond a bachelor's degree, such as physicians, lawyers, and most scientists, or occupations that do not typically require formal education to enter employment. Military occupations (about 2,100 regional military jobs in the region) were also excluded from the following sections of this assessment. Definitions for education levels are available in Appendix B.

Of the nearly 676,500 jobs in the subregion in 2021, 70% are included in this report. Exhibit 11 displays the count and share of jobs by educational level. For occupational wage information by educational level, please review the regional workforce demand assessment report.

[5] "Concepts and Definitions," U.S. Bureau of Labor Statistics, 2022, accessed on August 8, 2022, https://www.bls.gov/cps/definitions.htm.
[6] "Steps to Become a California Registered Nurse," California Board of Registered Nursing, accessed on August 8, 2022, https://www.rn.ca.gov/careers/steps.shtml.

Exhibit 11. Share of jobs by education level, Inland Empire-Riverside County Metro Subregion and Inland Empire/Desert Region, 2021



Advanced Manufacturing

The CCCCO advanced manufacturing sector aligns with the CDE manufacturing and product development sector. Two colleges in the Inland Empire-Riverside County Metro Subregion currently use five program codes for their advanced manufacturing programs.

Programs Offered

- 0934.00 - Electronics and Electric Technology
- 0953.40 - Mechanical Drafting
- 0956.00 - Manufacturing and Industrial Technology
- 0956.30 - Machining and Machine Tools
- 0956.50 - Welding Technology
- 0999.00 - Other Engineering and Related Industrial Technologies

Advanced manufacturing programs in the subregion prepare students for employment in two high-quality community-college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 3,800 high-quality advanced manufacturing jobs in the subregion related to subregional training programs (Exhibit 12). Through 2026, more than 400 community-college-level job openings are projected annually for this occupational group in the subregion; nearly 1,000 job openings are projected annually in the greater region.

Exhibit 12. Education level, projected demand, and earnings for high-quality occupations

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings Through 2026	Regional Annual Job Openings	Regional Median Hourly Earnings
First-Line Supervisors of Production and Operating Workers	CC	1,973	212	513	$28.84
Welders, Cutters, Solderers, and Brazers	CC	1,799	211	458	$22.53

Community College Programs Not Offered
In the subregion, 17 programs in the advanced manufacturing sector are currently not offered (Exhibit 13).

Exhibit 13. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0924.00 - Engineering Technology, General	0945.00 - Industrial Systems Technology and Maintenance
0934.20 - Industrial Electronics	0953.30 - Electrical, Electronic and Electro-Mechanical Drafting
0934.70 - Electron Microscopy	0953.60 - Technical Illustration
0934.80 - Laser and Optical Technology	0954.00 - Chemical Technology
0935.00 - Electro-Mechanical Technology	0954.20 - Plastics and Composites
0935.10 - Appliance Repair	0956.70 - Industrial and Occupational Safety and Health
0936.00 - Printing and Lithography	0956.80 - Industrial Quality Control
0943.00 - Instrumentation Technology	0961.00 - Optics
0943.30 - Vacuum Technology	

Occupational Training Opportunities
There is one program aligned with a high-quality occupation that community colleges may choose to address in the subregion.

- 0945.00 - Industrial Systems Technology and Maintenance

In 2021, there were nearly 900 industrial machinery mechanic jobs in the subregion (Exhibit 14). More than 100 annual job openings are projected annually for industrial machinery mechanics in the subregion, with nearly 300 job openings projected annually in the greater region.

Exhibit 14. High-quality occupation without training programs in the subregion

Occupation	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Industrial Machinery Mechanics	CC	885	104	284	$28.82

Advanced Transportation and Logistics

The CCCCO advanced transportation and logistics sector aligns with the CDE transportation sector. Four colleges in the Inland Empire-Riverside County Metro Subregion currently use five program codes for their advanced transportation and logistics programs.

Programs Offered

- 0510.00 - Logistics and Materials Transportation
- 0948.00 - Automotive Technology
- 0949.00 - Automotive Collision Repair
- 0949.10 - Upholstery Repair - Automotive
- 3020.20 - Piloting

Advanced transportation and logistics programs in the subregion prepare students for employment in one high-quality bachelor's degree-level occupation and seven high-quality community college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, these occupations accounted for nearly 12,100 jobs in the subregion. Nearly 1,500 job openings are projected annually for the high-quality advanced transportation and logistics occupational group through 2026, with nearly 4,300 job openings expected annually in the greater region (Exhibit 15).

Exhibit 15. 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
Airline Pilots, Copilots, and Flight Engineers	BS	156	95	120	$133.20
Automotive Service Technicians and Mechanics	CC	3,113	334	976	$23.26
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	CC	3,092	450	1,307	$28.53
First-Line Supervisors of Mechanics, Installers, and Repairers	CC	1,991	213	550	$37.01
Production, Planning, and Expediting Clerks	CC	1,596	207	546	$22.70
Transportation, Storage, and Distribution Managers	CC	1,102	121	353	$44.82
Logisticians	CC	587	80	245	$36.41
Automotive Body and Related Repairers	CC	459	58	157	$27.07

Community College Programs Not Offered
In the subregion, 16 programs in the advanced transportation and logistics sector are currently not offered (Exhibit 16).

Exhibit 16. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0947.00 - Diesel Technology	0950.10 - Aviation Airframe Mechanics
0947.20 - Heavy Equipment Maintenance	0950.20 - Aviation Powerplant Mechanics
0947.40 - Railroad and Light Rail Operations	0950.40 - Aircraft Electronics (Avionics)
0947.50 - Truck and Bus Driving	0950.50 - Aircraft Fabrication
0948.30 - Motorcycle, Outboard and Small Engine Repair	0959.00 - Marine Technology
0948.40 - Alternative Fuels and Advanced Transportation Technology	3020.00 - Aviation and Airport Management and Services
0948.50 - Recreational Vehicle Service	3020.10 - Aviation and Airport Management
0950.00 - Aeronautical and Aviation Technology	3020.30 - Air Traffic Control

Occupational Training Opportunities
There are seven programs aligned with five high-quality community-college-level occupations that community colleges may choose to address in the subregion.

- 0947.00 - Diesel Technology
- 0947.20 - Heavy Equipment Maintenance
- 0947.50 - Truck and Bus Driving
- 0950.00 - Aeronautical and Aviation Technology
- 0950.10 - Aviation Airframe Mechanics
- 0950.20 - Aviation Powerplant Mechanics
- 0950.50 - Aircraft Fabrication

In 2021, these occupations accounted for nearly 15,300 jobs in the subregion (Exhibit 17). Through 2026, these high-quality occupations are projected to have nearly 2,100 job openings annually, with more than 7,600 annual job openings expected in the greater region.

Exhibit 17. High-quality occupations without training programs in the subregion

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	CC	12,203	1,739	6,560	$23.17
Bus and Truck Mechanics and Diesel Engine Specialists	CC	1,088	124	408	$28.28
Mobile Heavy Equipment Mechanics, Except Engines	CC	802	92	248	$29.51
Bus Drivers, Transit and Intercity	CC	786	102	224	$24.39
Aircraft Mechanics and Service Technicians	CC	396	37	196	$36.07

Agriculture, Water, and Environmental Technologies

The CCCCO agriculture, water, and environmental technologies sector aligns with the CDE agriculture and natural resources sector. One college in the Inland Empire-Riverside County Metro Subregion currently offers a program in the agriculture, water, and environmental technologies sector.

Programs Offered

- 0109.00 - Horticulture
- 0104.00 - Viticulture, Enology, and Wine Business

There is one high-quality community-college-level occupation trained by the subregional agriculture programs. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 600 first-line supervisors of landscaping, lawn service, and groundskeeping worker jobs in the subregion (Exhibit 18). Over the next five years, 70 annual job openings are projected for this occupation in the subregion, while the region may expect nearly 200 job openings.

Exhibit 18. 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
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	CC	571	70	196	$28.25

Community College Programs Not Offered

In the subregion, 22 programs in the agriculture, water, and environmental technologies sector are currently not offered (Exhibit 19).

Exhibit 19. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0101.00 - Agriculture Technology and Sciences, General	0109.40 - Turfgrass Technology
0102.00 - Animal Science	0112.00 - Agriculture Business, Sales and Service
0102.10 - Veterinary Technician (Licensed)	0113.00 - Food Processing and Related Technologies
0102.20 - Artificial Inseminator (Licensed)	0114.00 - Forestry
0102.30 - Dairy Science	0115.00 - Natural Resources
0102.40 - Equine Science	0115.10 - Parks and Outdoor Recreation
0103.00 - Plant Science	0115.20 - Wildlife and Fisheries
0103.10 - Agricultural Pest Control Adviser and Operator (Licensed)	0116.00 - Agricultural Power Equipment Technology
0109.10 - Landscape Design and Maintenance	0199.00 - Other Agriculture and Natural Resources
0109.20 - Floriculture/Floristry	0303.00 - Environmental Technology
0109.30 - Nursery Technology	1920.00 - Ocean Technology

Occupational Training Opportunities

There is one program aligned with one high-quality high-school-level occupation that community colleges may choose to address in the subregion.

- 0109.10 - Landscape Design and Maintenance

This occupation is projected to have more than 50 annual job openings in the subregion and more than 150 annual job openings in the greater region (Exhibit 20).

Exhibit 20. High-quality occupation without training programs in the subregion

Occupation	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Tree Trimmers and Pruners	HS	393	57	162	$23.50

Business and Entrepreneurship

The CCCCO business and entrepreneurship sector aligns with the CDE business and finance and marketing, sales, and services sectors. Four colleges in the Inland Empire-Riverside County Metro Subregion currently utilize 17 business and entrepreneurship program codes.

Programs Offered

- 0501.00 - Business and Commerce, General
- 0502.00 - Accounting
- 0502.10 - Tax Studies
- 0504.00 - Banking and Finance
- 0505.00 - Business Administration
- 0506.00 - Business Management
- 0506.40 - Small Business and Entrepreneurship
- 0508.00 - International Business and Trade
- 0509.00 - Marketing and Distribution
- 0509.40 - Sales and Salesmanship
- 0509.70 - E-commerce (business emphasis)
- 0511.00 - Real Estate
- 0514.10 - Legal Office Technology
- 0514.40 - Office Management
- 0518.00 - Customer Service
- 0599.00 - Other Business and Management
- 3007.00 - Cosmetology and Barbering

Business and entrepreneurship programs in the subregion prepare students for employment in 32 high-quality occupations; 13 high-quality bachelor's degree-level, 17 community-college-level, and two high school-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 61,500 business jobs related to subregional training programs (Exhibit 21). Through 2026, more than 6,600 annual job openings are projected for business occupations in the subregion, with more than 16,900 annual job openings projected in the greater region.

Exhibit 21. 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
Accountants and Auditors	BS	2,895	1,550	800	$36.84
Human Resources Specialists	BS	2,204	1,367	792	$30.24
Sales Managers	BS	2,116	977	527	$47.35
Project Management Specialists	BS	1,978	935	454	$39.40
Financial Managers	BS	1,784	831	433	$60.47
Market Research Analysts and Marketing Specialists	BS	1,783	1,150	597	$29.96
Management Analysts	BS	1,400	777	446	$38.04
Cost Estimators	BS	1,297	679	283	$35.23
Chief Executives	BS	964	363	182	$75.12
Loan Officers	BS	791	313	158	$29.63

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	BS	637	362	182	$43.18
Marketing Managers	BS	556	278	144	$58.96
Human Resources Managers	BS	518	254	138	$50.54
General and Operations Managers	CC	8,824	923	2,397	$46.18
First-Line Supervisors of Office and Administrative Support Workers	CC	6,145	672	1,759	$28.96
Bookkeeping, Accounting, and Auditing Clerks	CC	5,878	682	1,751	$22.31
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	CC	4,695	527	1,521	$29.06
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	CC	3,120	409	1,070	$23.16
Real Estate Sales Agents	CC	3,012	319	534	$26.07
Property, Real Estate, and Community Association Managers	CC	1,771	156	342	$23.70
Billing and Posting Clerks	CC	1,595	180	512	$21.82
Executive Secretaries and Executive Administrative Assistants	CC	1,290	136	340	$30.39
Real Estate Broker	CC	1,012	107	191	$33.98
Administrative Services Managers	CC	883	83	211	$46.62
First-Line Supervisors of Non-Retail Sales Workers	CC	793	79	216	$34.85
Payroll and Timekeeping Clerks	CC	649	67	172	$23.27
Human Resources Assistants, Except Payroll and Timekeeping	CC	485	54	145	$22.56
Facilities Managers	CC	467	43	112	$46.21
Loan Interviewers and Clerks	CC	457	41	106	$22.40
Tax Preparers	CC	315	40	102	$22.24
Insurance Claims and Policy Processing Clerks	HS	756	75	217	$22.14
Word Processors and Typists	HS	423	45	105	$22.61

Community College Programs Not Offered

In the subregion, nine programs in the business and entrepreneurship sector are currently not offered (Exhibit 22).

Exhibit 22. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0506.30 - Management Development and Supervision	0516.00 - Labor and Industrial Relations
0509.10 - Advertising	0606.00 - Public Relations
0509.20 - Purchasing	1255.00 - Mortuary Science
0511.10 - Escrow	3005.00 - Custodial Services
0512.00 - Insurance	

Occupational Training Opportunities

There are two programs aligned with three high-quality community-college-level occupations that community colleges may choose to address in the subregion.

- 0512.00 - Insurance
- 0509.20 - Purchasing

These business occupations accounted for nearly 3,600 jobs in 2021 (Exhibit 23). These occupations are expected to have more than 400 annual job openings in the subregion through 2026.

Exhibit 23. High-quality occupations without training programs in the subregion

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Insurance Sales Agents	CC	1,887	235	582	$23.90
Buyers and Purchasing Agents	CC	1,247	130	339	$29.68
Claims Adjusters, Examiners, and Investigators	CC	462	37	120	$36.42

Education and Human Development

The CCCCO education and human development sector aligns with the CDE education, child development, and family services sector. Four colleges in the Inland Empire-Riverside County Metro Subregion currently utilize 12 education and human development program codes.

Programs Offered

- 0802.00 - Educational Aide (Teacher Assistant)
- 0835.20 - Fitness Trainer
- 0835.60 - Coaching
- 0850.10 - Sign Language Interpreting
- 1305.00 - Child Development/Early Care and Education
- 1305.10 - Child and Adolescent Development
- 1305.20 - Children with Special Needs
- 1305.40 - Preschool Age Children
- 1305.80 - Child Development Administration and Management
- 1305.90 - Infants and Toddlers
- 2104.00 - Human Services
- 2140.00 - Legal and Community Interpretation

Education and human development programs in the subregion prepare students for employment in five high-quality bachelor's degree-level and two high-quality community-college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 13,200 education jobs related to subregional training programs (Exhibit 24). Through 2026, nearly 1,200 job openings are projected annually for education and human development occupations in the education and human development sector, and more than 2,700 annual job openings are projected in the greater region.

Exhibit 24. 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
Elementary School Teachers, Except Special Education	BS	7,768	543	1,282	$46.47
Child, Family, and School Social Workers	BS	1,718	192	456	$29.20
Special Education Teachers, Kindergarten and Elementary School	BS	1,021	72	171	$39.51
Social and Community Service Managers	BS	735	90	208	$35.54
Special Education Teachers, Secondary School	BS	647	46	109	$48.36
Exercise Trainers and Group Fitness Instructors	CC	933	196	405	$22.19
Interpreters and Translators	CC	351	46	112	$30.76

Community College Programs Not Offered

In the subregion, ten programs in the education and human development sector are currently not offered (Exhibit 25).

Exhibit 25. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0802.10 - Educational Aide (Teacher Assistant), Bilingual	1305.50 - The School Age Child
0809.00 - Special Education	1305.60 - Parenting and Family Education
0860.00 - Educational Technology	1305.70 - Foster and Kinship Care
0899.00 - Other Education	1308.00 - Family Studies
1301.00 - Family and Consumer Sciences, General	2104.40 - Alcohol and Controlled Substances

Occupational Training Opportunities

There are five programs aligned with four high-quality bachelor's degree-level occupations that community colleges may choose to address in the subregion.

- 0802.10 - Educational Aide (Teacher Assistant), Bilingual
- 0860.00 - Educational Technology
- 1301.00 - Family and Consumer Sciences, General
- 1308.00 - Family Studies
- 2104.40 - Alcohol and Controlled Substances

These high-quality education and human development occupations accounted for nearly 9,200 jobs in 2021 (Exhibit 26). These occupations are expected to have nearly 800 annual job openings in the subregion through 2026.

Exhibit 26. 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
Secondary School Teachers, Except Special and Career/Technical Education	BS	4,976	332	779	$47.68
Middle School Teachers, Except Special and Career/Technical Education	BS	1,936	138	325	$47.72
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	BS	1,299	169	468	$23.87
Training and Development Specialists	BS	988	119	312	$29.19

Energy, Construction, and Utilities

The CCCCO energy, environment, and utilities sector aligns with the CDE building and construction trades; energy, environment, and utilities; and engineering and architecture sectors. Three colleges in the Inland Empire-Riverside County Metro Subregion currently utilize 11 energy, construction, and utilities program codes.

Programs Offered

- 0201.00 - Architecture and Architectural Technology
- 0934.30 - Telecommunications Technology
- 0946.00 - Environmental Control Technology
- 0952.00 - Construction Crafts Technology
- 0952.20 - Electrical
- 0953.00 - Drafting Technology
- 0953.10 - Architectural Drafting
- 0957.00 - Civil and Construction Management Technology
- 0957.20 - Construction Inspection
- 0958.00 - Water and Wastewater Technology
- 2206.10 - Geographic Information Systems

Energy, construction, and utilities programs in the subregion prepare students for employment in two bachelor's degree-level, ten high-quality community college-level, and one high-quality high school-level occupation. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 25,000 energy, construction, and utilities jobs related to subregional training programs (Exhibit 27). Through 2026, more than 2,900 annual job openings are projected for the high-quality energy, construction, and utilities occupational group, with more than 6,300 annual job openings projected in the greater region.

Exhibit 27. 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
Construction Managers	BS	3,246	325	624	$36.87
Architectural and Engineering Managers	BS	553	44	115	$72.93
Maintenance and Repair Workers, General	CC	5,814	662	1,715	$22.38
First-Line Supervisors of Construction Trades and Extraction Workers	CC	4,663	529	1,027	$35.65
Electricians	CC	3,679	529	1,169	$28.63
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	CC	3,142	375	697	$22.23
Telecommunications Line Installers and Repairers	CC	661	81	149	$30.31
Electrical Power-Line Installers and Repairers	CC	629	63	131	$47.71
Water and Wastewater Treatment Plant and System Operators	CC	593	55	127	$35.83
Telecommunications Equipment Installers and Repairers, Except Line Installers	CC	586	76	158	$28.65

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Construction and Building Inspectors	CC	544	67	156	$36.66
Architectural and Civil Drafters	CC	365	40	109	$29.05
Security and Fire Alarm Systems Installers	HS	474	68	137	$28.32

Community College Programs Not Offered

In the subregion, 18 programs in the energy, construction, and utilities sector are currently not offered (Exhibit 28).

Exhibit 28. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0299.00 - Other Architecture and Environmental Design	0952.70 - Painting, Decorating and Flooring
0934.40 - Electrical Systems and Power Transmission	0952.80 - Drywall and Insulation
0946.10 - Energy Systems Technology	0952.90 - Roofing
0947.30 - Heavy Equipment Operation	0953.20 - Civil Drafting
0952.10 - Carpentry	0954.30 - Petroleum Technology
0952.30 - Plumbing, Pipefitting and Steamfitting	0956.40 - Sheet Metal and Structural Metal
0952.40 - Glazing	0957.30 - Surveying
0952.50 - Mill and Cabinet Work	0959.10 - Diving and Underwater Safety
0952.60 - Masonry, Tile, Cement, Lath and Plaster	2102.10 - Public Works

Occupational Training Opportunities

There are seven programs aligned with eight high-quality occupations that community colleges may choose to address in the subregion.

- 0946.10 - Energy Systems Technology
- 0947.30 - Heavy Equipment Operation
- 0952.10 - Carpentry
- 0952.30 - Plumbing, Pipefitting and Steamfitting
- 0952.40 - Glazing
- 0952.60 - Masonry, Tile, Cement, Lath and Plaster
- 0956.40 - Sheet Metal and Structural Metal

These eight high-quality energy, construction, and utilities occupations accounted for nearly 18,300 jobs in 2021 and are expected to have nearly 2,100 annual job openings in the subregion through 2026 (Exhibit 29).

Exhibit 29. High-quality occupations without training programs in the subregion

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Carpenters	CC	10,365	1,080	2,117	$26.30
Plumbers, Pipefitters, and Steamfitters	CC	2,588	338	617	$27.87
Operating Engineers and Other Construction Equipment Operators	CC	2,010	250	477	$35.78
Plasterers and Stucco Masons	CC	1,082	101	166	$23.22
Structural Iron and Steel Workers	CC	717	90	180	$29.83
Sheet Metal Workers	CC	630	72	139	$26.99
Solar Photovoltaic Installers	CC	453	85	180	$22.54
Glaziers	CC	441	59	119	$23.01

Health

The CCCCO health sector aligns with the CDE health science and medical technology sector. Three colleges in the Inland Empire-Riverside County Metro Subregion currently utilize 15 health program codes.

Programs Offered

- 0514.20 - Medical Office Technology
- 1201.00 - Health Occupations, General
- 1202.00 - Hospital and Health Care Administration
- 1208.00 - Medical Assisting
- 1208.10 - Clinical Medical Assisting
- 1208.20 - Administrative Medical Assisting
- 1227.00 - Diagnostic Medical Sonography
- 1228.00 - Athletic Training and Sports Medicine
- 1230.10 - Registered Nursing
- 1230.20 - Licensed Vocational Nursing
- 1230.30 - Certified Nurse Assistant
- 1240.10 - Dental Assistant
- 1240.20 - Dental Hygienist
- 1250.00 - Emergency Medical Services
- 1251.00 - Paramedic

Health programs in the subregion prepare students for employment in one high-quality bachelor's degree-level and three high-quality community-college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were more than 15,100 high-quality health jobs related to subregional training programs. Through 2026, more than 1,300 annual job openings are projected for high-quality health occupations (Exhibit 30).

Exhibit 30. 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
Medical and Health Services Managers	BS	1,571	202	581	$48.73
Registered Nurses	CC	10,389	815	2,324	$48.48
Licensed Practical and Licensed Vocational Nurses	CC	2,726	271	774	$28.50
Dental Hygienists	CC	434	42	104	$48.52

Community College Programs Not Offered
In the subregion, 34 programs in the health sector are currently not offered (Exhibit 31).

Exhibit 31. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0430.00 - Biotechnology and Biomedical Technology	1221.00 - Pharmacy Technology
0934.60 - Biomedical Instrumentation	1222.00 - Physical Therapist Assistant
0955.00 - Laboratory Science Technology	1223.00 - Health Information Technology
1205.00 - Medical Laboratory Technology	1220.00 - Speech/Language Pathology and Audiology
1205.10 - Phlebotomy	1223.10 - Health Information Coding
1206.00 - Physicians Assistant	1224.00 - School Health Clerk
1208.30 - Health Facility Unit Coordinator	1225.00 - Radiologic Technology
1209.00 - Hospital Central Service Technician	1226.00 - Radiation Therapy Technician
1210.00 - Respiratory Care/Therapy	1230.00 - Nursing
1211.00 - Polysomnography	1230.80 - Home Health Aide
1212.00 - Electro-Neurodiagnostic Technology	1239.00 - Psychiatric Technician
1213.00 - Cardiovascular Technician	1240.00 - Dental Occupations
1214.00 - Orthopedic Assistant	1240.30 - Dental Laboratory Technician
1215.00 - Electrocardiography	1261.00 - Community Health Care Worker
1217.00 - Surgical Technician	1262.00 - Massage Therapy
1218.00 - Occupational Therapy Technology	1299.00 - Other Health Occupations
1219.00 - Optical Technology	1309.00 - Gerontology

Occupational Training Opportunities
There are 12 programs aligned with nine high-quality occupations that community colleges may choose to address in the subregion.

- 1205.00 - Medical Laboratory Technology
- 1205.10 - Phlebotomy
- 1210.00 - Respiratory Care/Therapy
- 1214.00 - Orthopedic Assistant
- 1219.00 - Optical Technology
- 1221.00 - Pharmacy Technology
- 1222.00 - Physical Therapist Assistant
- 1223.00 - Health Information Technology
- 1223.10 - Health Information Coding
- 1225.00 - Radiologic Technology
- 1226.00 - Radiation Therapy Technician
- 1262.00 - Massage Therapy

These nine high-quality health occupations accounted for nearly 5,200 jobs in 2021 and are projected to have nearly 600 annual job openings in the subregion through 2026 (Exhibit 32).

Exhibit 32. High-quality occupations without training programs in the subregion

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Pharmacy Technicians	CC	1,417	125	342	$22.17
Phlebotomists	CC	631	101	231	$22.04
Radiologic Technologists and Technicians	CC	569	58	165	$43.91
Respiratory Therapists	CC	523	46	123	$37.31
Medical Records Specialists	CC	497	45	133	$22.60
Clinical Laboratory Technologists and Technicians	CC	479	51	127	$29.17
Opticians, Dispensing	CC	443	41	100	$22.20
Massage Therapists	CC	379	65	158	$22.00
Physical Therapist Assistants	CC	260	53	132	$35.77

Information and Communication Technologies (ICT)/Digital Media

The CCCCO information and communication technologies/digital media (ICT/DM) sector aligns with the CDE arts, media, and entertainment; and information and communication technologies sectors. Three colleges in the Inland Empire-Riverside County Metro Subregion currently utilize 24 ICT/DM program codes.

Programs Offered

- 0602.00 - Journalism
- 0604.20 - Television (including combined TV/Film/Video)
- 0614.00 - Digital Media
- 0614.10 - Multimedia
- 0614.20 - Electronic Game Design
- 0614.40 - Animation
- 0614.50 - Desktop Publishing
- 0614.60 - Computer Graphics and Digital Imagery
- 0701.00 - Information Technology, General
- 0702.00 - Computer Information Systems
- 0702.10 - Software Applications
- 0707.00 - Computer Software Development
- 0707.10 - Computer Programming
- 0707.20 - Database Design and Administration
- 0707.30 - Computer Systems Analysis
- 0708.00 - Computer Infrastructure and Support
- 0708.10 - Computer Networking
- 0708.20 - Computer Support
- 0709.00 - World Wide Web Administration
- 0709.10 - E-Commerce (technology emphasis)
- 1005.00 - Commercial Music
- 1006.00 - Technical Theater
- 1012.00 - Applied Photography
- 1030.00 - Graphic Art and Design

ICT/DM programs in the subregion prepare students for employment in five bachelor's degree-level and four community-college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were more than 6,600 ICT/DM jobs related to subregional training programs. More than 700 high-quality job openings are projected annually in the subregion through 2026, with more than 1,800 annual job openings in the greater region (Exhibit 33).

Exhibit 33. 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
Software Developers	BS	1,161	128	383	$50.08
Computer Systems Analysts	BS	837	69	194	$45.73
Computer and Information Systems Managers	BS	797	71	191	$65.70
Graphic Designers	BS	682	71	167	$23.50
Writers and Authors	BS	411	72	140	$26.53
Computer User Support Specialists	CC	1,046	95	261	$28.01
Photographers	CC	696	97	222	$23.31
Musicians and Singers	CC	521	87	183	$23.07
Network and Computer Systems Administrators	CC	495	40	107	$40.12

Community College Programs Not Offered

In the subregion, 12 programs in the ICT/DM sector are currently not offered (Exhibit 34).

Exhibit 34. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0604.00 - Radio and Television	0614.30 - Website Design and Development
0604.10 - Radio	0699.00 - Other Media and Communications
0604.30 - Broadcast Journalism	0799.00 - Other Information Technology
0607.00 - Technical Communication	0934.10 - Computer Electronics
0610.00 - Mass Communications	1009.00 - Applied Design
0612.20 - Film Production	1013.00 - Commercial Art

Occupational Training Opportunities

All high-quality occupations related to the ICT/DM sector are being addressed by community colleges in the subregion.

Public Safety

The CCCCO public safety sector aligns with the CDE public services sector. Four colleges in the Inland Empire-Riverside County Metro Subregion currently utilize nine public safety program codes.

Programs Offered

- 1402.00 - Paralegal
- 2105.00 - Administration of Justice
- 2105.10 - Corrections
- 2105.30 - Industrial and Transportation Security
- 2105.40 - Forensics, Evidence and Investigation
- 2105.50 - Police Academy
- 2133.00 - Fire Technology
- 2133.50 - Fire Academy
- 4931.00 - Vocational ESL

Public safety programs in the subregion prepare students for employment in one high-quality high-school-level occupation and eight high-quality community-college-level occupations. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were nearly 8,900 public safety jobs related to subregional training programs (Exhibit 35). Nearly 900 high-quality job openings are projected annually in the subregion through 2026.

Exhibit 35. 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

Community College Programs Not Offered

In the subregion, five programs in the public safety sector are currently not offered (Exhibit 36).

Exhibit 36. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0514.30 - Court Reporting	2133.10 - Wildland Fire Technology
1602.00 - Library Technician (Aide)	2199.00 - Other Public and Protective Services
2105.20 - Probation and Parole	

Occupational Training Opportunities

There are two programs aligned with one high-quality bachelor's degree-level occupation and one high-quality community-college-level occupation that may be addressed by community colleges in the subregion.

- 1602.00 - Library Technician (Aide)
- 2105.20 - Probation and Parole

There were 1,200 high-quality public safety training opportunities in the subregion in 2021 (Exhibit 37). Through 2026, the subregion is expected to have more than 100 annual job openings, while the greater region is projected to have more than 300 annual job openings.

Exhibit 37. High-quality occupation without training programs in the subregion

Occupation	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Probation Officers and Correctional Treatment Specialists	BS	713	69	159	$37.72
Library Technicians	CC	487	70	151	$23.01

Retail, Hospitality, and Tourism

The CCCCO retail, hospitality, and tourism sector aligns with the CDE fashion and interior design; and hospitality, tourism, and recreation sectors. Three colleges in the Inland Empire-Riverside County Metro Subregion currently utilize three retail, hospitality, and tourism program codes.

Programs Offered

- 0506.50 - Retail Store Operations and Management
- 1306.00 - Nutrition, Foods, and Culinary Arts
- 1306.30 - Culinary Arts

Retail, hospitality, and tourism programs in the subregion prepare students for employment in one high-quality community-college-level occupation: chefs and head cooks. High-quality occupations have at least 100 annual job openings and offer a median hourly rate of $21.82 at the regional-level.

In 2021, there were more than 900 chef and head cook jobs in the subregion (Exhibit 38). More than 100 high-quality job openings are projected annually in the subregion through 2026.

Exhibit 38. 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
Chefs and Head Cooks	CC	904	139	358	$22.24

Community College Programs Not Offered

In the subregion, 18 programs in the retail, hospitality, and tourism sector are currently not offered (Exhibit 39).

Exhibit 39. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0509.60 - Display	1306.20 - Dietetic Services and Management
0835.70 - Aquatics and Lifesaving	1306.60 - Dietetic Technology
0836.10 - Recreation Assistant	1307.00 - Hospitality
1301.10 - Consumer Services	1307.10 - Restaurant and Food Services and Management
1302.00 - Interior Design and Merchandising	1307.20 - Lodging Management
1303.00 - Fashion	1307.30 - Resort and Club Management
1303.10 - Fashion Design	3008.00 - Dry Cleaning
1303.20 - Fashion Merchandising	3009.00 - Travel Services and Tourism
1303.30 - Fashion Production	3020.40 - Flight Attendant

Occupational Training Opportunities
There are two programs aligned with two high-quality occupations that may be addressed by community colleges in the subregion.

- 1307.00 - Hospitality
- 1307.10 - Restaurant and Food Services and Management

The high-quality training opportunities in the retail, hospitality, and tourism sector accounted for more than 1,800 jobs in 2021. These occupations are expected to have nearly 300 annual job openings in the subregion through 2026 (Exhibit 40).

Exhibit 40. High-quality occupation without training programs in the subregion

Occupation	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Meeting, Convention, and Event Planners	BS	413	55	132	$24.89
Food Service Managers	CC	1,398	201	504	$27.52

Unassigned/No Sector Assignments

Most CE community college programs have assigned sector designations, but a handful are unassigned. Eight programs in the unassigned sector are not currently offered in the subregion (Exhibit 41).

Exhibit 41. Programs not offered by community colleges in the subregion

Subregional Programs Not Offered	
0962.00 - Musical Instrument Repair	2102.00 - Public Administration
1008.10 - Commercial Dance	2104.50 - Disability Services
1099.00 - Other Fine and Applied Arts	3099.00 - Other Commercial Services
1399.00 - Other Family and Consumer Sciences	4932.00 - General Work Experience

Occupational Training Opportunities
The 2102.00 public administration career education program may lead to high-quality occupations, depending on the coursework focus.

- 2102.00 - Public Administration

The two high-school-level occupations without sector assignments accounted for nearly 2,66 jobs in 2021 and are projected to have more than 247 annual job openings in the subregion (Exhibit 42).

Exhibit 42. High-quality occupations without training programs in the subregion

Occupations	Education Level	Subregional 2021 Jobs	Subregional Annual Job Openings	Regional Annual Job Openings	Regional Median Hourly Earnings
Eligibility Interviewers, Government Programs	HS	1,488	152	365	$22.90
Postal Service Mail Carriers	HS	1,178	95	238	$25.16

Appendix A: Subregional Boundaries and ZIP Codes

This appendix details the boundaries of the four subregions comprising the Inland Empire/Desert Region and includes a list of the ZIP codes defining the Inland Empire-Riverside County Metro Subregion. The Inland Empire-Riverside County Metro Subregion contains 71 ZIP codes.

The map shows the following subregions:

- High Desert (Blue)
- Low Desert (Red)
- Inland Empire-Riverside County Metro (Green)
- Inland Empire-San Bernardino Metro (Yellow)

Exhibit A1. Map of the four subregions along with their community colleges comprising the Inland Empire/Desert Region

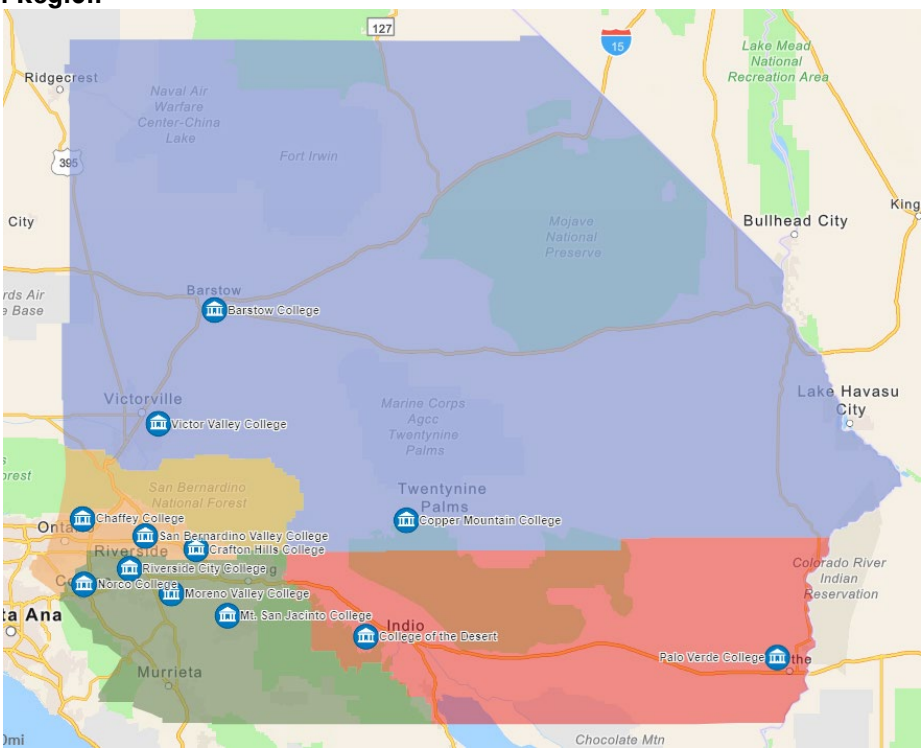


Exhibit A2. ZIP codes comprising the Inland Empire-Riverside County Metro Subregion

ZIP Code (City/Community)		
91752 (Mira Loma)	92532 (Lake Elsinore)	92581 (San Jacinto)
92220 (Banning)	92536 (Aguanga)	92582 (San Jacinto)
92223 (Beaumont)	92539 (Anza)	92583 (San Jacinto)
92230 (Cabazon)	92543 (Hemet)	92584 (Menifee)
92320 (Calimesa)	92544 (Hemet)	92585 (Menifee)
92501 (Riverside)	92545 (Hemet)	92586 (Menifee)
92502 (Riverside)	92546 (Hemet)	92587 (Menifee)
92503 (Riverside)	92548 (Homeland)	92589 (Temecula)
92504 (Riverside)	92549 (Idyllwild)	92590 (Temecula)
92505 (Riverside)	92551 (Moreno Valley)	92591 (Temecula)
92506 (Riverside)	92552 (Moreno Valley)	92592 (Temecula)
92507 (Riverside)	92553 (Moreno Valley)	92593 (Temecula)
92508 (Riverside)	92554 (Moreno Valley)	92595 (Wildomar)
92509 (Jurupa Valley)	92555 (Moreno Valley)	92596 (Winchester)
92513 (Riverside)	92556 (Moreno Valley)	92599 (Perris)
92514 (Riverside)	92557 (Moreno Valley)	92860 (Norco)
92516 (Riverside)	92561 (Mountain Center)	92877 (Corona)
92517 (Riverside)	92562 (Murrieta)	92878 (Corona)
92518 (March Air Reserve Base)	92563 (Murrieta)	92879 (Corona)
92519 (Riverside)	92564 (Murrieta)	92880 (Corona)
92521 (Riverside)	92567 (Nuevo)	92881 (Corona)
92522 (Riverside)	92570 (Perris)	92882 (Corona)
92530 (Lake Elsinore)	92571 (Perris)	92883 (Corona)
92531 (Lake Elsinore)	92572 (Perris)	

ZIP Code Limitations

ZIP codes were developed by the U.S. Post Office for the purpose of efficient mail delivery. Unlike official state, county, and sometimes metropolitan statistical area (MSA) designations, ZIP code boundaries may morph over time based on changes in carrier routes. Some ZIP codes cover an area of land, and others are location points (e.g., designated by some post office locations). ZIP codes may not cover highly rural areas, such as mountain tops, large patches of desert, or open water. Lightcast makes every effort to ensure multiple data sources align with their ZIP code reporting standards. All four subregional workforce assessments sum to the Riverside-San Bernardino-Ontario MSA regional total.

Appendix B: Terms & Definitions

Labor Market Definitions

Industry Employment is a count of jobs in a given geography. Businesses operating within the same industry produce similar goods and services and share comparable production processes for creating these goods and services. The North American Industry Classification System (NAICS) is the federal system used to classify all business establishments into specific industries. Staffing patterns show the distribution of occupational employment and demand for each industry. For example, Community Colleges employ faculty, but the institutions also hire a variety of administrators and support staff to maintain operations. The same is true for most industries. Regional educational institutions should be aware of the types of industries in their area to help inform the needed industry-specific occupational skills that may be required by local employers.

A **location quotient** quantifies how concentrated a particular industry, cluster, occupation, or demographic group is in a region compared to the nation. It can reveal what makes a particular region "unique." A high location quotient (1.2 times or greater concentration in the local region compared to the nation) reveals industries that are highly represented and make the area unique. Conversely, industries with a low location quotient account for a smaller share of jobs than the national average, indicating that while job seekers may find work in these industries, they are more likely to find a higher concentration of these jobs elsewhere in the nation.

An **occupation** is a set of activities or tasks employees are paid to perform. Employees that perform essentially the same tasks are in the same occupation, whether or not they work in the same industry. Some occupations are concentrated in a few particular industries; other occupations are found in many industries. For example, jobs for registered nurses are concentrated in the healthcare industry sector, but educational industries may also employ these jobs. The Standard Occupational Classification (SOC) System classifies 775 detailed occupations according to the tasks and duties of each job.

Annual Job Openings are calculated by the sum of projected growth and replacement jobs (Growth + Replacements = Openings). Growth captures the changes in the total number of workers employed in an occupation, while replacement jobs are estimates of workers permanently leaving an occupation and needing to be replaced by new hires. A combination of both numbers indicates the total openings for the time frame.

High-Quality Occupation Definition: The analysis identified high-quality occupations that show relatively strong workforce demand (100+ regional annual job openings) and offer a median hourly wage that is higher than the California living wage standard ($21.82 per hour). As a result, the occupations highlighted in this report can be used to calibrate training programs to address regional in-demand jobs that pay self-sustaining earnings.

Education Definitions

Education Level Categories

- No-degree-level: Occupations that require no formal education.
- High-school-level: Occupations that require a high school diploma or equivalent.
- Community-college-level: Occupations that mostly require some college, a postsecondary certificate, or an associate degree. These are occupations relevant to community college training.
- Bachelor's-degree-level: Occupations that mostly require a bachelor's degree. These occupations are mostly trained by four-year colleges and universities.
- Advanced-degree-level: Occupations that typically require education and training beyond a bachelor's degree.

Demographic Definitions[7]

White: includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean.

Black or African American: includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa. Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali.

American Indian or Alaska Native: includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as "American Indian" or "Alaska Native" and includes groups such as the Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc.

Native Hawaiian and Pacific Islander: includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese.

Hispanic, Latino, or Spanish origin: includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central, and South America, and other Spanish cultures. Examples of these groups include, but are not limited to, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, Guatemalan, Honduran, Spaniard, Ecuadorian, Peruvian, and Venezuelan.

[7] This report uses race and ethnicity data from Lightcast collected by the U.S. Census Bureau through the American Community Survey. The terms in this document, including white, Hispanic, and Black, adhere to the terms and definitions the Census Bureau uses in collecting its data. For definitions, please refer to https://www.census.gov/topics/population/race/about.html.

Appendix C: Sector Crosswalk Used for Program Inventory

A program inventory study was conducted for each CCCCO sector, examining each college with related programs that align with CDE sectors. The CDE developed Career Education (CE) Model Curriculum Standards for grades 7 through 12 that categorize courses and programs into 15 industry sectors. The CE model sectors are not to be confused with the NAICS employment industry sectors discussed in the previous section of this report or with the CCCCO sectors. The CE model provides a useful way to classify postsecondary CE offerings and connect career pathways from high school to college. The relationship between the CDE and CCCCO sectors is illustrated below.

Exhibit C1. Crosswalk showing CCCCO priority and emerging sector alignment with CDE sectors

CCCCO Priority and Emerging Sectors		CDE Industry Sectors	
	Advanced Manufacturing	Manufacturing and Product Development	
	Advanced Transportation	Transportation	
	Agriculture, Water & Environmental Technologies	Agriculture and Natural Resources	
	Business & Entrepreneurship	Business and Finance	
		Marketing, Sales, and Services	
	Education & Human Development	Education, Child Development, and Family Services	
	Energy, Construction & Utilities	Building and Construction Trades	
		Energy, Environment, and Utilities	
		Engineering and Architecture	
	Health	Health Science and Medical Technology	
	Information & Communication Technologies (ICT)/Digital Media	Arts, Media, and Entertainment	
		Information and Communication Technologies	
	Public Safety	Public Services	
	Retail, Hospitality & Tourism	Fashion and Interior Design	
		Hospitality, Tourism, and Recreation	

Flex Activities – Sigrid Williams

The list below are the approved FLEX activities for the last three years.

2023-2024	**Approved FLEX: 102.75**	**Required: 24.00**
	Equity-Related Training: 23.75	**Required: 8.00**

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
Cyber Security	11/1/2023
2023 Emergency Management Training Faculty	10/27/2023
Regional Implementation	10/2/2023
2023 Emergency management Training Faculty	10/27/2023 - 10/27/2023
Fall Flex 8/16/2023 -	8/16/2023 – 8/18/2023
ASCCC Curriculum Institute	7/13/2023 - 7/15/2023
CERT National Conference	6/25/2023 - 7/1/2023

2022-2023	**Approved FLEX: 118.50**	**Required: 24.00**
	Equity-Related Training: 15.00	**Required: 8.00**

Spring FLEX 2023	2/10/2023
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

2021 - 2022 Approved FLEX: 163.50 Required: 24.00
Equity-Related Training: 41.50 Required: 8.00

CCCAOE Leadership Conference 1.0	5/24/2022 - 5/27/2022
Active Shooter Training	5/16/2022
CERT Program Manager Training	4/26/2022 - 4/29/2022
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
Fall Flex 2021	8/18/2021 - 8/19/2021
Chancellor's Office Webinar/Gender Equity in Law Enforcement	8/17/2021
2022 SPRING FLEX	2/11/2022 - 2/11/2022
Course Hero's Educational Summit	7/28/2021 - 7/30/2021
ASU Faculty Summitt through REMOTE	6/16/2021 - 12/31/2021
California Community Colleges TechConnect - Online Teaching Summit	6/21/2021 - 6/23/2021

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
5 English Learners	2	2	91.75	91.75	100.00	N/A	N/A
6 Single Parents	1	1	91.75	91.75	100.00	N/A	N/A
7 Individuals with Disabilities	11	11	91.75	91.75	100.00	8.3	17.4
8 Homeless Individuals			91.75	91.75	N/R	N/R	N/R
9 Youth in Foster Care	1	1	91.75	91.75	100.00	N/A	N/A
10 Youth with Parent in Active Military			91.75	91.75	N/R	N/R	N/R

Core Indicator 2 - Cohort Yr: 2020- 2021 Earned Postsecondary Credential			**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**	**Percent Above or Below 90% Negotiated Level**
	Count	Total	State	District			
11 CTE Cohort*	42	47	89.00	89.00	89.36	0.4	9.3
12 Individuals Preparing for Non-Traditional Fields	24	26	89.00	89.00	92.31	3.3	12.2
13 Out of Workforce Individuals		1	89.00	89.00	0.00	N/A	N/A
14 Individuals with Economically Disadvantaged Families	26	27	89.00	89.00	96.30	7.3	16.2
15 English Learners	2	2	89.00	89.00	100.00	N/A	N/A
16 Single Parents		1	89.00	89.00	0.00	N/A	N/A
17 Individuals with Disabilities	9	9	89.00	89.00	100.00	N/A	N/A
18 Homeless Individuals			89.00	89.00	N/R	N/R	N/R
19 Youth in Foster Care			89.00	89.00	N/R	N/R	N/R
20 Youth with Parent in Active Military			89.00	89.00	N/R	N/R	N/R

Core Indicator 3 - Cohort Yr: 2020- 2021 Non-traditional Program Enrollment			**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**	**Percent Above or Below 90% Negotiated Level**
	Count	Total	State	District			
21 CTE Cohort*	48	89	26.00	26.00	53.93	27.9	30.5

* If no district target is available then state targets will be used.

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

Perkins V, Title I, Part C Local Application

22	Individuals Preparing for Non-Traditional Fields	48	89	26.00	26.00	53.93	27.9	30.5
23	Out of Workforce Individuals	1	2	26.00	26.00	50.00	N/A	N/A
24	Individuals with Economically Disadvantaged Families	29	48	26.00	26.00	60.42	34.4	37.0
25	English Learners	2	2	26.00	26.00	100.00	N/A	N/A
26	Single Parents	1	2	26.00	26.00	50.00	N/A	N/A
27	Individuals with Disabilities	7	10	26.00	26.00	70.00	44.0	46.6
28	Homeless Individuals			26.00	26.00	N/R	N/R	N/R
29	Youth in Foster Care	1	1	26.00	26.00	100.00	N/A	N/A
30	Youth with Parent in Active Military			26.00	26.00	N/R	N/R	N/R

Core Indicator 4 - Cohort Yr: 2020- 2021 Employment				**Negotiated Level**		**College Performance**	**Percent Above or Below Negotiated Level**	**Percent Above or Below 90% Negotiated Level**
		Count	Total	State	District			
31	CTE Cohort*	26	27	73.23	73.23	96.30	23.1	30.4
32	Individuals Preparing for Non-Traditional Fields	9	10	73.23	73.23	90.00	16.8	24.1
33	Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A	N/A
34	Individuals with Economically Disadvantaged Families	14	15	73.23	73.23	93.33	20.1	27.4
35	English Learners			73.23	73.23	N/R	N/R	N/R
36	Single Parents	DR	DR	73.23	73.23	DR	N/A	N/A
37	Individuals with Disabilities	6	6	73.23	73.23	100.00	N/A	N/A
38	Homeless Individuals			73.23	73.23	N/R	N/R	N/R
39	Youth in Foster Care			73.23	73.23	N/R	N/R	N/R
40	Youth with Parent in Active Military			73.23	73.23	N/R	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

_____ of the 40 are at or above the District negotiated level(s);

_____ of the 40 are below the District negotiated level(s);

_____ of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) :_____

* If no district target is available then state targets will be used.