

CRIMINAL JUSTICE SELF-STUDY

Fall 2013 – Spring 2014

1.1 Introduction.

The Criminal Justice program offered at SCC has been in existence since the 1960's. The program has evolved from a combination of course offerings in academic courses, perishable skills, i.e. firearms training, defensive tactics, arrest and control procedures and a POST (Police Officers Standards & Training) Penal Code - 832 curriculum into an academic program exclusively. Recently, we eliminated several course offerings due to historically low enrollment or the determination that the courses were too closely related to another course. Other courses were eliminated because it was determined that the information being presented was better suited to a POST academy setting.

The program is unique in that all the professors are either active or retired law enforcement, corrections or court personnel with extensive experience in their respective fields. Many of the students in the program are interested in a law enforcement or corrections career. Other students take courses and then transfer to a four-year college or university. Many students take CJ courses to be better informed about the criminal justice system with no goal of actually working in the system.

Currently, the Criminal Justice Department offers four opportunities for degrees and/or certificates:

1. Associate of science in law enforcement
2. Certificate in law enforcement
3. Associate of science in corrections
4. Certificate in corrections

It is possible for students to obtain degrees and/or certificates in both areas simultaneously.

As a department, our mission is to educate and mentor students and to provide them the practical training and academic tools necessary to be successful in a criminal justice related career.

The Solano College catalogue describes the programs as the following:

Criminal Justice, Corrections

Program Description

This program offers core and selective courses which provide the student with a base of knowledge and proficiencies in the area of corrections. The program operates with the cooperation and participation of local corrections agencies. All instructors in the program have experience in the corrections field. Courses are scheduled both day and evening to accommodate full-time or part-time students seeking to acquire or upgrade skills in the corrections field.

The Associate in Science Degree can be obtained upon completion of 60 units, including the major, general education requirements, and electives. The Certificate of Achievement can be obtained upon completion of the 30-unit major listed below.

Criminal Justice, Law Enforcement

Program Description

This program was established with the cooperation of the Solano County Criminal Justice Advisory Committee and offers courses for both pre-service and in-service students. All instructors have experience in law enforcement, and courses are scheduled day or evening to accommodate full-time and part-time students seeking to acquire or upgrade skills in the field.

The Associate in Science Degree can be obtained upon completion of 60 units, including the major, general education requirements, and electives. The Certificate of achievement can be obtained upon completion of the 30 unit major.

Per SB1440 we are required to have a TMC in 2014 and that is currently being completed.

1.2 Relationship to College Mission and Strategic Goals.

The CJ department's mission closely aligns with that of the college. We educate an ethnically and academically diverse population of students from our local communities and help them achieve their professional and personal goals. We provide professors who are SME's (subject matter experts) who can provide a real-world perspective. The department also places a high value on mentoring and guidance for students who desire a career in law enforcement or corrections.

This program supports SCC's Strategic Directions and Goals in the following ways:

Table 1. SCC's Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<i>Obj. 1.1 Create an environment that is conducive to student learning.</i>	Faculty in our program work hard to build community in our classrooms by creating an environment of respect and openness to diverse ideas. We try to meet students where they are at academically, and scaffold their learning while maintaining high standards. We are accessible in class and out, getting to know students names, providing timely feedback, and clear instructions. Some faculty work to improve the aesthetics of the classroom, making the space more comfortable. We teach to a variety of learning styles, and make course materials available through MySolano or Solanonline.org.

<p><i>Obj. 1.2 Create an environment that supports quality teaching.</i></p>	<p>While the College as a whole sets the tone for objective 1.2, our faculty does try to utilize resources the college provides to support quality teaching. For example, we utilize Perkins funding for staff development and instructional materials. We utilize technological resources such as Solanonline and MySolano and student services such as Disabled Student Services, library reference and counseling resources (such as walk-over mental health counseling for students).</p>
<p><i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i></p>	<p>The faculty conducts SLO assessments in order to determine where changes and/or improvements are needed in course content or teaching methodology.</p>
<p>Goal 2: Maximize Student Access & Success <i>Program Evidence</i></p>	
<p><i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i></p>	<p>Our faculty regularly assesses students learning needs and makes the appropriate referrals to departments such as DSP or counseling. The members of the faculty make themselves available to discuss strategies to help students be successful and reach their goals.</p>
<p><i>Obj. 2.2 Update and strengthen career/technical curricula</i></p>	<p>The faculty is regularly updating their material in order to stay current in their respective fields. Law enforcement and corrections are subject to changes in <i>case law</i> and various state and federal <i>legal statutes</i></p>
<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>As a department, we are required per SB 1440 to have a TCM in place in 2014. This will be completed Spring 2014. Faculty also advises students as to which colleges and universities in the area accept our CJ courses and how many courses different colleges will accept because the number is not consistent among the various colleges.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>We announce and post workshops, and try to offer classes at a variety of times to meet our nontraditional student needs.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>In consultation with the Dean, we have begun implementing an enrollment management plan for course scheduling that utilizes the past three-year's fill rates, FTES and other efficiency figures. This plan is student-centered and it enables us to schedule courses more efficiently taking into account program awareness and the important part that the two centers have in course planning.</p>

Goal 3: Strengthen Community Connections	
Program evidence	
<i>Obj. 3.1 Respond to community needs</i>	One of our department’s strengths is its responsiveness to the community. We hold regular advisory meetings and try respond to what local law enforcement and corrections agencies request. With the recent economic depression, various law enforcement and corrections based agencies were requesting volunteer help in the form of our extensive intern program. We have responded to the request for more interns by expanding the number of agencies where interns can be placed. The interns provide an important function and allow other sworn and non-sworn agency personnel to concentrate on other important duties.
<i>Obj. 3.2 Expand ties to the community</i>	The program helps expand ties to the community by placing interns in more agencies. We also have a new community relationship that several faculty are involved with and cultivating. Faculty sits on the POST advisory board for the new <i>Fairfield-Suisun School District Public Safety Academy</i> . We have also made it mandatory that the new SCC <u>police aides</u> spend three to four hours mentoring students at the PSA as part of their required volunteer hours. In addition, the principal of the PSA has specifically requested a SCC Criminal Justice faculty member teach the CJ-01(introduction to CJ) articulation class that will be offered at the PSA in the near future. Individual faculty also participate in various outreach opportunities in the community and on the campus.
Goal 4: Optimize Resources	
Program Evidence	
<i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i>	Utilize Perkins funding to meet student needs
<i>Obj. 4.2 Maximize organization efficiency and effectiveness</i>	In order to maximize department efficiency and effectiveness, we have begun planning semester course offerings based on historical data, i.e. fill rates and FTES. We are also exploring developing a semester-by-semester curriculum that would offer the same courses in a sequence so students could follow a designated and identifiable course pattern.
<i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i>	We are cognizant of the need to maintain current technology in the classroom. We now have two <i>smart computers</i> in one classroom and utilize I-pads in the criminal investigations course. Most of the new technology that we are exploring is applicable to the criminal investigations course. As the planning for a forensics lab moves forward, we will have to explore various types of new technology.

1.3 Enrollment

Enrollment in the Criminal Justice Department is healthy, yet has declined slightly in recent years. We believe this trend, similar to the college as a whole, is due to several factors:

1. We were asked by administration to cut sections in recent years
2. Solano College administrators cancelled summer classes during 2012 causing students to turn to other institutions for their educational goals.
3. The cost of tuition has increased from \$36 a unit to \$46 a unit in 2012, making tuition less affordable.
4. The recession hit Solano County particularly hard, which we believe impacted student's ability to attend school. The high cost of textbooks, transportation to campus, etc. likely brought down enrollment.

Number of sections offered

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	41	40	43	36	34	39	33	34	36	35

Number of students enrolled

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	773	830	827	754	731	801	713	683	631	587

FTE

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	111.57	121.86	123.15	118.70	110.73	120.35	106.17	100.59	100.34	93.34

WSCH

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	3347	3656	3695	3561	3322	3610	3185	3018	3010	2800

1.4 Population Served

The population served in CJ courses is predominately male but only by a slight margin. Ethnic representation for CJ classes is listed in the table below. Demographics were not analyzed in the previous program review, so there is no comparative data, yet when comparing ethnicity demographics to the college as a whole our numbers are fairly similar except Black and Hispanic students. One reason for the predominance of males in the program is that historically law enforcement and corrections have been, and still are, a male dominated career. Women are very underrepresented in both careers but have made great strides in the last 25 years. All minority groups are very underrepresented in both career fields but great strides have also been made in the last 25 years.

Percentage range of students by ethnicity 2008 -2013

CJ courses	%	Solano College	%
White	34-24	White	27-35
Black	23-44	Black	15-17
Hispanic	18-8	Hispanic	14-23
Asian	8-16	Asian	13-17
Native American	2	Native American	.5-1
Other	14-8	Other	14-28

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	50%	47%	49%	51%	49%	49%	51%	52%	53%	44%
Male	49%	52%	50%	47%	50%	50%	48%	47%	46%	52%
Not Reported	1%	2%	1%	1%	1%	1%	1%	1%	1%	4%

Students in the criminal justice program are representative of the “traditional” college students. The largest age group is the 20-30 year old. We attribute this to the fact that most of our students are not in a career field yet and are matriculating in order to obtain a career in a law enforcement, corrections or a related field. Some students will take courses in order to transfer and pursue a Criminal Justice degree at a college or university.

Percentage range of students by age 2008-2013

CJ courses	%
Less than 18	25
Between 18-20	29
Between 20-30	29
Over 30	17

% Enrollment by age

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	0%	0%	0%	0%	0%	0%	1%	1%	7%	4%
between 18 and 20	1%	0%	0%	1%	12%	13%	24%	28%	31%	28%
between 20 and 30	76%	72%	74%	74%	67%	65%	57%	52%	44%	36%
Over 30	23%	28%	26%	25%	21%	21%	18%	20%	18%	32%

% Enrollment by ethnicity

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Am. Indian or Alas	2%	2%	2%	2%	2%	2%	2%	3%	2%	0%
Asian or Pacific Isla	8%	9%	8%	12%	11%	9%	12%	10%	11%	16%
Black Non-Hispani	23%	26%	24%	26%	24%	22%	22%	24%	21%	44%
Hispanic	18%	19%	18%	16%	16%	17%	20%	21%	26%	8%
Other	14%	15%	20%	17%	17%	26%	19%	16%	13%	8%
White Non-Hispan	34%	30%	28%	27%	29%	24%	24%	26%	27%	24%

1.5 Status of Progress toward Goals and Recommendations

Table 2. Educational Master Plan

Educational Master Plan Goals	Status
1. Create a transfer degree in Criminal Justice in accordance with SB 1440.	On-going but will be completed Spring 2014
2. Connect students to support services & resources (financial aid information, information on ESL courses, etc.	On-going on individual basis and through course announcements. For example, students notified of new drop-in writing lab.
3. Continue to recruit well-qualified professors to teach specialized courses in the field.	Currently recruiting for adjunct hiring: anticipate recruitment of at least four new adjunct CJ professors
4. Provide basic Math and English training in conjunction with program courses.	Students referred to Math/English labs, student success workshops, etc.
5. Partner with more law enforcement, corrections and court entities to provide more hands-on work experience	This is an on-going effort. The CJ-90 & 91 provider agencies have been expanded in the last three years. Students have several more

opportunities for students.	opportunities for internship positions.
6. Diversify course delivery methods (online, evenings and weekends.	This effort is on-going . Currently, both certificates(law enforcement & corrections) can be earned completely online.
8. Develop additional articulation agreements with local high schools	This is an ongoing effort. We currently have an articulation agreement with Napa HS and one articulation class was discontinued at Jesse Bethel HS because the instructor retired. Currently, an articulation agreement has been completed with the Fairfield PSA. Plans are to have an articulation agreement with every high school within all the areas that the college serves
9. Development of a matriculation schedule that would enable students to plan a fixed two year schedule of courses	This is on-going. Currently, two 30 unit certificates have been developed by professor Nordin that can be obtained completely online.
10. Increase use of hands-on and “real life” experiences integrated into classroom based learning.	On-going.
11. Assess the need for a formal “mentoring” program involving students, local law enforcement and corrections personnel.	This is on-going. This was discussed at the most recent “advisory group” meeting and ideas will be presented at the next meeting.
12. Ensure students are prepared for courses through the use of English assessment.	Students assessed as they enter the college.
13. Build media and technological resources to aid student learning.	Obtained two “ <i>smart computers</i> ” and an I-pad. Also obtained several digital cameras and used Perkins funding to obtain a modern life-like mannequin for the criminal investigations classroom.

Table 3. Program Review Recommendations

Recommendation	Status
1. Hire several more adjunct professors since the college is increasing sections	Several hiring announcements were published last year but there were no courses to offer additional adjuncts so new hiring committee was assembled.
2. Develop a mentoring site for CJ students so they can meet with active and retired law enforcement and corrections	This is not completed but will be discussed at the next advisory group meeting.

personnel	
3. Provide more storage space for CJ equipment.	This has not been accomplished
4. Create a brochure for Criminal Justice	This has been completed but the brochure needs to be updated.
5. Continue to explore the idea of a “forensics” lab at the Vallejo center.	This has been discussed for the last two years but nothing else has been done.
6. Add courses at Dixon HS.	The college is currently working on an agreement with the Dixon School District for classroom space.

1.6 Future Outlook

1. The CJ department always has a very large census and in order to offer more courses the CJ department will need to hire one or two adjunct instructors. There is a current need for another instructor at the Vallejo center.
2. Various classes have been cancelled very early and this affects numerous students.
3. Recently renovated classrooms in the 800 building are becoming dilapidated and remain dirty throughout the semester. This does not make for a conducive learning environment
4. The academic program that we offer is good preparation for a university or college transfer student and it can help students perform better on certain Learning Domains in the POST Regional Academies.

External factors, such as the California budget and retiree trends, are the primary factors affecting the hiring of law enforcement and/or corrections personnel. When there are no extra monies, local and state agencies cannot hire new personnel. When retirees remain on the job longer there are less available positions.

Contrary to popular belief, in the vast majority of cases, the information that is provided to students in the CJ program does not lead directly to law enforcement or a corrections related career. None of our certificates or degrees qualifies a student for a sworn law enforcement or corrections career. What we are doing though, is helping students meet the educational requirements that an agency requires to be considered for employment. Those educational requirements vary, i.e., 30 units, 60 units B.S. or B.A.

Over 80% of the law enforcement agencies nationwide only require a HS diploma or GED.

The hiring of law enforcement and corrections personnel is governed by POST and CDCR. In order to become a sworn law enforcement officer or state corrections officer, the prospective student must attend a POST regional academy or the CDCR academy. A few agencies will hire non-sworn corrections officers and community service officers but these positions are few. In other cases, a student might be able to meet the job requirements for an evidence technician. Some agencies that might hire a student without an academy are:

1. State agency (a few non-sworn)
2. Sheriff's department
3. Municipal agency
4. County courts
5. Private security company ¹

CURRICULUM DEVELOPMENT, ASSESSMENT AND OUTCOMES

2.1 Program Level Outcomes

The PLOs listed below are for the CJ associates degrees and certificates

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
1. Demonstrate an understanding of the American Criminal Justice system and the scope of responsibilities of the various local, state and federal law enforcement agencies beginning with arrest through parole.	(I A,B; II A,C)	Score of 70% or higher on written exams
2. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system.	(I D; II A,C)	Score of 70% or higher on written exams

¹ Bureau of Labor Statistics attached
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<p>Describe the system's responsibilities to the community, factors in crime causation, the social implications of crime and communication barriers between the system and the community. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system.</p>	(IIA,B,D;IIC)	Score of 70% or higher written exams
<p>4. Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of evidence, legal definitions and concepts of evidentiary law. Apply basic investigative proficiencies.</p>	(IA,B; IIA,D; <u>IVC</u>)	Score of 70% or higher on written exams and investigative scenarios

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 4. Program Courses and Program Level Outcomes

<i>Course</i>	<i>PL01</i>	<i>PL02</i>	<i>PL03</i>
<i>CJ 001</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ 002</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ 011</i>	<i>I</i>	<i>I</i>	<i>D</i>
<i>CJ 051</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ 052</i>	<i>I</i>	<i>D</i>	<i>M</i>
<i>CJ 053</i>	<i>I</i>	<i>I</i>	<i>D</i>
<i>CJ 058</i>	<i>I</i>	<i>D</i>	<i>M</i>
<i>CJ 059</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ 060</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ-064</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ-090</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ-091</i>	<i>I</i>	<i>I</i>	<i>I</i>

2.3 As a result of the program level assessments, we have determined that there is a demonstrated need for more scenario-based learning in several classes such as CJ-51 and CJ-02. We have also found that more “case law” decisions should be utilized and discussed in order to enhance learning in our CJ-53 class (Aspects of Legal Evidence)

Table 5. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
1. Demonstrate an understanding of the American Criminal Justice system and the scope of responsibilities of the various local, state, and federal law enforcement agencies beginning with arrest through parole.	Spring 2013	Students have a basic understanding of the CJ system as demonstrated on written exams with a 70% minimum score	Utilize more handouts, videos and scenarios regarding the procedures utilized when an individual enters the criminal justice system and the processes that occur at each component of the system
2. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system.	Spring 2013	Students have a basic understanding of CJ system as demonstrated on written exams with a 70% minimum score	

<p>Describe the system's responsibilities to the community, factors in crime causation, the social implications of crime and communication barriers between the system and the community. Articulate the system's objectives, the crime problem, and role expectations of criminal justice personnel, and describe the various agencies and each subsystem within the system.</p>	<p>Spring 2013</p>	<p><i>Students have a basic understanding of CJ system as demonstrated on written exams with a 70% minimum score</i></p>	<p><i>Complete the "victimology" course and incorporate more handouts focusing on communication skills. Involve students in more ethics-related scenarios.</i></p>
<p>Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law. Apply basic investigative proficiencies. Demonstrate knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law.</p>	<p>Spring 2013</p>	<p><i>Students have a basic understanding of CJ system as demonstrated on written exams and investigative scenarios with a 70% minimum score</i></p>	<p><i>Incorporate more "field exercises" and handouts to enhance investigative skills and more "case law" examples</i></p>

Student Learning Outcomes

2.4 Many SLO's were updated before and during this program review cycle. One of the problems we experienced was getting courses assessed by adjunct faculty, understanding which forms to use and where to input data. The faculty has not begun discussions in regards to a standardized measurement tool across the different sections.

2.5 In terms of scheduling, our department plans to follow the guidelines of completing even numbered courses in the fall and odd numbered courses in the spring.

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2.6 Currently, all of our SLO's are up to date. In the future, the faculty will be having discussions in regards to how we are measuring the SLO's and how to find greater consistency across sections.

2.7 The goal of every faculty member completing SLO's every year is new to the institution. We need to make sure adjuncts know this expectation and have support if needed. We would like to have more discussions about standardizing some assessment tools and then we would like to make a reference tool that list SLO's and the common assessment measures to be used. We would also like to have the forms used to assess the SLO's remain current and not change every year.

2.8

Based on analysis of our SLO's, a few changes have been made to curriculum and means of assessments.

- Use of notes for an exam that covered a very large body of information
- Dividing a very large exam into two exams given on different class days
- Complete rewriting of several exams based on an analysis of questions that were incorrect for a large percentage of students.
- More power points added to “my course” so students would have material to enhance their lecture information
- Adding more scenario-based learning opportunities in several classes

2.9 Course offerings

Curricular offerings

Criminal Justice, Corrections

REQUIRED COURSES

CJ 001 Introduction to Criminal Justice.	3
CJ 002 Concepts of Criminal Law	3
CJ 011 Community Relations	3
CJ 051 Criminal Investigation.	3
CJ 052 Investigative Report Writing	3
CJ 053 Legal Aspects of Evidence	3
CJ 058 Fundamentals of Crime and Delinquency	3
CJ 059 Interviewing and Counseling.	3
Select six units from the elective list below	6
Total Units	30

Select six (6) units from the following Units

CJ 057 Criminal Justice Career Development.	3
CJ 060 Probation and Parole	3
CJ 062 Legal Aspects of Correction	3
CJ 091 Vocational Work Experience – Corrections	1–3

Criminal Justice, Law Enforcement

..... Units

CJ 001 Introduction to Criminal Justice.	3
CJ 002 Concepts of Criminal Law	3
CJ 011 Community Relations	3
CJ 051 Criminal Investigation.	3
CJ 052 Investigative Report Writing	3
CJ 053 Legal Aspects of Evidence	3
CJ 058 Fundamentals of Crime and Delinquency	3
CJ 059 Interviewing and Counseling.	3
Select six units from the elective list below	6
Total Units	30

Select six (6) units from the following Units

CJ 055 Traffic Control.	3
CJ 056 Juvenile Procedures	3
CJ 057 Criminal Justice Career Development.	3
CJ 064 Principles and Procedures of the Criminal Justice System	3
CJ 090 Vocational Work Experience - Law Enforcement	1-3

Since the last program review cycle, several changes have been implemented in the curriculum. CJ-50, CJ-55, CJ-54 and CJ-61 have been deleted from the course offerings. The rationale for these deletions was varied. CJ-54 & 55 were deleted because the course content is taught in the POST Basic Academy and too job-specific for a community college class. CJ-50 course content was almost indistinguishable from CJ-64 and therefore redundant. CJ-61 had not reached the minimum census in several years and the outlook was no different for future years. We offer a variety of courses at the Vallejo and Vacaville centers. The Vacaville center offers the majority of courses. Within the last year, the census at the Vallejo center has experienced a decrease. We have not determined why that is occurring. We would like to offer more courses at both centers but that depends on whether we have the adjunct professors available to teach the courses.

2.10 Instructional Quality

High quality instruction is one of our greatest strengths. The faculty is either retired or currently working in the fields of law enforcement or corrections. The average time spent in their respective careers is 25 years. Different strategies are utilized in the classroom and we can draw from the local agencies for classroom speakers with various expertise. The faculty remains current in their field and use current and standardized textbooks. Many of the faculty use the same textbook for certain sections. Many of our classes have too large a maximum enrollment and this becomes a problem in many cases. Our classes average 50 student maximums. We do not have a class that is below a 30 student maximum. This can and does present problems with workload for the faculty, ample room for students and the ability to become more familiar with students. It also hampers the ability for one-on-one help to students. There needs to be serious discussion involving the class maximums.

2.11 Teaching Methodologies

The CJ faculty utilizes a variety of teaching methodologies. Lecture, power point, videos, scenarios, field trips and guest speakers are all used by different faculty. Field trips are taken to various entities such as California State Prison Vacaville and Solano County Juvenile Hall as well San Quentin State prison. In a few classes, students are required to interview members of law enforcement, corrections, or the courts. The CJ internship program is probably the most effective way that learning is extended into the community. Interns are placed in a variety of agencies and provide extra help to that agency and the student gains valuable experience.

2.12 Fill rates/Class size

Most of our classes fill well and there is very little fluctuation in the FTES. From 2008 until 2012 we had an average enrollment figure of 41.58 and our fill rate was 91.81. Our law enforcement courses generally fill better than our corrections courses. I am not sure why that is happening, but when students are polled, more of them indicate a desire to obtain a law enforcement career. The average size of our classes is a problem in some courses. Most of our courses are 50 student maximums. This presents a problem in reaching the 60% minimum in a few classes. We also have a large and robust online offering and this has an impact on the fill rate on occasion, especially when the enrollment for the online course exceeds the maximum. When this happens, we have probably not filled a seat in class that might have been filled. Several courses require more work and time by the faculty member. CJ-51 (criminal investigations) and CJ-52 (report writing) should not exceed 25 students. There should be discussions in regards to class maximums and those discussions should be in regards to courses that are more labor intensive for the faculty and the courses that currently have 50 student maximums.

2.13 Course sequencing

Our courses have not been sequenced for student progression and we do not have any prerequisites. Course sequencing is something that has been discussed and will be discussed more in the future. It is something that the department would like to have in place.

2.14 Basic Skills (if applicable)

Our program does not offer basic skills courses

2.15 Student Survey

We did not have a student survey developed. This is something that will be developed and administered before the next program review cycle.

2.16 Four-year articulation (if applicable)

We have several courses that articulate to four-year institutions. The UC system accepts CJ-01 as a general education requirement. The CSU system varies in what is able to be articulated. Locally, CSEB, CSUS, Sonoma State and SF State all articulate our courses but each entity articulates different courses. Currently we articulate CJ-01, CJ-02, CJ11, CJ-51 and CJ-53. There are no plans for more articulation courses.

2.17 High school articulation (if applicable)

We currently have articulation agreements with two area high schools: Napa HS and The Fairfield-Suisun School District Public Safety Academy. We previously had an articulation agreement with Jesse Bethel HS but the teacher for that class retired and was not replaced. We have had discussions with Berta Lloyd and it is agreed that we would like to have articulation agreements with every high school in the college's service area. The department always makes an effort to participate in local career days at area high schools and we participate in career days on campus.

2.18 Distance Education (if applicable)

Our Criminal Justice Department has been offering online courses since spring 2000 we have developed 12 online courses. We offer the following courses:

CJ 01 Introduction to Criminal Justice

CJ 02 Criminal Law

CJ 11 Community Relations

CJ 51 Criminal Investigations

CJ 52 Investigative Report Writing

CJ 53 Legal Aspects of Evidence

CJ 56 Juvenile Procedures

CJ 58 Fundamentals of Crime and Delinquency

CJ 59 Interviewing and Counseling

CJ 60 Probation and Parole

CJ 62 Legal Aspects of Corrections

CJ 64 Principles and Procedures of the Criminal Justice System

The Criminal Justice online classes started in spring of 2000 with the offering of one class and that class filled immediately. Since that semester and, except for the summer of 2012 when summer school was not offered, all online classes have made and filled with multiple add codes being asked for and granted. Our online courses have been in high demand from populations of students who are not able or willing to come to face-to-face campus classes.

Our Criminal Justice online classes service students in the military, homebound students and students from the Law Enforcement and Corrections community. By offering all but two of the classes online for our certificates in Law Enforcement and Corrections, we have been able to

help students successfully fulfill over 90% of their required coursework from the comfort of their own virtual environment.

Since all the required courses are all in the online modality and two electives are also in this format, there are no plans for expansion until some new electives are added that lend themselves to the online format.

All online courses have adapted the assignments and materials as well as the testing and Student Learning Outcomes of the face-to-face classes and online office hours are offered to make sure that the online student has the same excellent educational experience as the campus bound student. In many cases the online student, through evaluation surveys, has expressed that the online class is more rigorous than some face-to-face classes due to the nature of how online students are required to respond and address every assignment on a weekly basis.

2.19 Advisory Boards/Licensing (CTE)

Recently, the curriculum has been not influenced by advisory committee recommendations. Advisory meetings were not held regularly for several years due to lack of interest by agencies and difficulty in finding board members. The advisory board has been reconstituted and will meet once a semester.

***Solano Community College
Criminal Justice Advisory Committee***

Meeting Minutes

April 1, 2013

Present: Michael Goodwin, SCC CJ Professor/Coordinator; Sgt. Mary
Room 902 Bustamante, Contra Costa Sheriff's Dept.; Special Agent Kevin Kolbe,
CA. Department of Justice; Officer Michelle Snyder, Fairfield Police
Dept.

Absent: Correctional Officer John McNitt, CDCR; Professor Sarah Nordin, SCC
CJ Department

Next meeting: TBD

1. Announcements

Introduction of new members

2. Discussion Items:

- a) *Explanation of the new program review process*
- b) *Discussion in regards to the proposed "crime lab" for the Vallejo center*
- c) *Explanation and discussion regarding the TCM (transfer curriculum model)*
- d) *Explanation of the high school "articulation process."*
- e) *Preview and discussion concerning the current CJ curriculum*
- f) *Discussion concerning future course development*
- g) *Discussion concerning the Fairfield-Suisun School District **Public Safety Academy***

3. Roundtable

- a) Mike Goodwin, SCC professor and CJ program coordinator, gave the committee a preview of the new program review process that the CJ department is currently involved with. Professor Goodwin also explained the ongoing SLO and assessment process.
- b) Professor Goodwin informed the committee about the proposed "crime lab" for the Vallejo center. Sarah Nordin is the lead professor for the proposal and she would like to model the lab based upon the crime lab facility located at Grossmont College. So far, she has received support for the lab from several key members of the college. Professor Goodwin asked the committee members to contact SME's at their respective departments who would be interested in becoming members of a future forensics advisory committee and send their contact information to him.
- c) There was a short discussion concerning the TCM that professor Nordin is currently completing. All the committee members viewed the TCM as a very positive move for transfer CJ students.
- d) Professor Goodwin explained the high school articulation process to the committee members. Most of them did not know that SCC had articulation agreements and they did not understand how those agreements worked. The members agreed that SCC should seek articulation agreements with every high school in Solano County and parts of Yolo County. The committee was informed that SCC has a fulltime person who is actively working to expand the articulation agreements
- e) Professor Goodwin gave each member of the committee several handouts that outlined the current curriculum offerings of the CJ department. He indicated which courses were eliminated within the last 18 months. Officer Snyder told the

committee that she believed that emphasis should be put on courses CJ-57 (career development) and CJ90/91 (internship). She told the committee how valuable those two courses were to her when she was trying to decide which direction to take in a career. Officer Snyder also told the committee that she believes CJ 90/91 should include an extensive ride-along component with various law enforcement agencies - especially for students contemplating a career with a municipal or county law enforcement agency. Officer Snyder also told the members that SCC's CJ Department prepared her to do well in several subjects (LD's) at the *Napa Regional POST Basic Academy* she attended. Officer Snyder obtained an AS degree at SCC recently. The other members of the committee agreed. Each active law enforcement member also said that they would seek to identify any deficiencies in training of new recruits or officers that could be addressed in our curriculum.

- f) In addition, there was discussion concerning any topic that the members thought should be added to the curriculum and, several suggestions were made:
- ◆ *Victimology* – professor Goodwin told the members that a victimology course was currently working its way through the SCC's new curriculum process
 - ◆ *Terrorism/Homeland security* – adjunct professor Kevin Kolbe told the committee that he is willing to begin work on a course covering those topics.
- g) Professor Goodwin provided the members with information regarding the new Public Safety Academy. He told the members that he the academy's POST advisory committee and, in that capacity, has been able to interact with students. He expressed how impressed he was with the students and he explained what the school's focus was: preparing students to be productive citizens who would be able to successfully complete the strenuous California application process to become a law enforcement or corrections officer if either of those was a career choice. The committee members expressed a desire to work more closely with the academy in their individual capacities and to support them with resources from their respective agencies, if possible.

The meeting was adjourned at 1830.

Criminal Justice Advisory Board members:

- Sergeant Mary Bustamante, Contra Costa Sheriff's Department
925-335-1535

- Special Agent Kevin Kolbe, CA. Department of Justice
916-274-2909
- Sergeant John McNitt, CDCR
916-985-2561
- Officer Michelle Snyder, Fairfield PD
707-580-0000
- Professor Sarah Nordin, Solano Community College
707-864-7276
- Sgt. Michael Goodwin (Ret.), Solano Community College
707-864-7000, ext.: 4703

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention.

Student success is promoted through quality instruction designed to teach to a variety of learning styles. It is promoted through in-class activities and out of class assignments designed to link theory to practice and engage students in the learning process. Students are encouraged to conduct research in the library and referred to DSP services as appropriate. We work closely with community members through advisory meetings and in class with guest speakers, field trips, etc. Students are notified of workshops and job current job opportunities in law enforcement and corrections.

Between fall 2009 and fall 2012, success rates in criminal justice courses varied between 66-63%, while White males tended to be more successful than females. In terms of ethnicity, success was highest among White and Asian students followed by Africa-American students. For age, success rates were highest for students between 20-25 years of age but were lowest for those 55 years and above.

Statistically, there seems to be a noticeable spike in drops before the classes begin. After speaking to several students, the trend seems to have increased when more class sections were being cancelled by the college. Anecdotally, it appears that students are signing up for every class they can as soon as they are able to register and then filtering out the classes they don't actually want to take.

We offer day and night classes on all the campuses. The night classes normally have a lower census compared to day classes. For the last two years, we have been experiencing a problem meeting the minimum census for several night courses at the Vacaville center. We do not have a good explanation for this trend and this is a topic for future discussion.

There is a very small overall variation in the success rate of lecture versus on-line methodology. Based on the information available, it was determined that the success rate for lecture versus on-line was 68.6% - 67%. There was a wide variation in certain courses though, and we do not have a definitive answer to explain those variations, i.e., CJ-51 73.1% - 92.3% and C-52 60% - 78%. One of the explanations might be that the course content in the on-line course is too easy or the lecture content for the course is too difficult.

3.2 Degrees/Certificates Award

Criminal Justice: Corrections Associate in Science

Award Counts

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		36 100.00	44 100.00	38 100.00	27 100.00	33 100.00
Criminal Justice: Corrections	Associate in Science	14 38.89	23 52.27	17 44.74	14 51.85	17 51.52
	Certificate of Achievement	22 61.11	21 47.73	21 55.26	13 48.15	16 48.48

Awards by Gender

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		36 100.00	44 100.00	38 100.00	27 100.00	33 100.00
Associate in Science	Female	8 22.22%	15 34.09%	12 31.58%	8 29.63%	10 30.30%
	Male	6 16.67%	8 18.18%	5 13.16%	6 22.22%	7 21.21%
Certificate of Achievement	Female	14 38.89%	14 31.82%	14 36.84%	10 37.04%	13 39.39%
	Male	7 19.44%	7 15.91%	7 18.42%	3 11.11%	3 9.09%
	Not Reported	1 2.78%	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Awards by Ethnicity

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		36 100.00	44 100.00	38 100.00	27 100.00	33 100.00
Associate in Science	African-American Non-Hispanic	2 5.56%	9 20.45%	2 5.26%	0 0.00%	3 9.09%
	American Indian/Alaskan	0 0.00%	1 2.27%	1 2.63%	0 0.00%	1 3.03%
	Central American	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 3.03%
	Decline to state	1 2.78%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
	Filipino	0 0.00%	2 4.55%	0 0.00%	2 7.41%	1 3.03%
	Japanese	0 0.00%	1 2.27%	0 0.00%	0 0.00%	0 0.00%
	Mexican/Mex-Ameri can/Chicano	4 11.11%	1 2.27%	1 2.63%	3 11.11%	5 15.15%

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Associate in Science	Other Hispanic-Not used by HR	1 2.78%	0 0.00%	0 0.00%	0 0.00%	2 6.06%
	Other Pacific Islander	1 2.78%	0 0.00%	1 2.63%	0 0.00%	0 0.00%
	South American	1 2.78%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
	Unknown	0 0.00%	3 6.82%	1 2.63%	3 11.11%	1 3.03%
	White Non-Hispanic	4 11.11%	6 13.64%	11 28.95%	6 22.22%	3 9.09%
Certificate of Achievement	African-American Non-Hispanic	8 22.22%	7 15.91%	6 15.79%	1 3.70%	9 27.27%
	American Indian/Alaskan	0 0.00%	0 0.00%	1 2.63%	0 0.00%	1 3.03%
	Central American	1 2.78%	0 0.00%	1 2.63%	0 0.00%	1 3.03%
	Decline to state	2 5.56%	0 0.00%	1 2.63%	1 3.70%	0 0.00%
	Filipino	0 0.00%	0 0.00%	0 0.00%	2 7.41%	0 0.00%
	Mexican/Mex-American/Chicano	2 5.56%	4 9.09%	3 7.89%	4 14.81%	3 9.09%
	Other Hispanic-Not used by HR	0 0.00%	1 2.27%	1 2.63%	3 11.11%	0 0.00%
	Unknown	3 8.33%	2 4.55%	1 2.63%	0 0.00%	0 0.00%
	White Non-Hispanic	6 16.67%	7 15.91%	7 18.42%	2 7.41%	2 6.06%

Award Counts

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		2 100.00	55 100.00	66 100.00	45 100.00	44 100.00	48 100.00
Criminal Justice: Law Enforcement	Associate in Science	1 50.00	27 49.09	38 57.58	26 57.78	24 54.55	25 52.08
	Certificate of Achievement	1 50.00	28 50.91	28 42.42	19 42.22	20 45.45	23 47.92

Awards by Gender

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		2 100.00	55 100.00	66 100.00	45 100.00	44 100.00	48 100.00
Associate in Science	Female	0 0.00%	11 20.00%	18 27.27%	11 24.44%	11 25.00%	16 33.33%
	Male	0 0.00%	16 29.09%	20 30.30%	14 31.11%	13 29.27%	9 18.75%
	Not Reported	1 50.00%	0 0.00%	0 0.00%	1 2.22%	0 0.00%	0 0.00%
Certificate of Achievement	Female	0 0.00%	15 27.27%	19 28.79%	11 24.44%	14 31.82%	14 29.17%
	Male	0 0.00%	12 21.82%	9 13.64%	7 15.56%	6 13.64%	9 18.75%
	Not Reported	1 50.00%	1 1.82%	0 0.00%	1 2.22%	0 0.00%	0 0.00%

Awards by Ethnicity

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Total		2 100.00	55 100.00	66 100.00	45 100.00	44 100.00	48 100.00
Associate in Science	African-American Non-Hispanic	0 0.00%	4 7.27%	13 19.70%	2 4.44%	2 4.55%	3 6.25%
	American Indian/Alaskan	0 0.00%	0 0.00%	2 3.03%	1 2.22%	0 0.00%	0 0.00%
	Central American	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 2.08%
	Decline to state	0 0.00%	2 3.64%	0 0.00%	1 2.22%	0 0.00%	0 0.00%
	Filipino	0 0.00%	1 1.82%	2 3.03%	1 2.22%	1 2.27%	1 2.08%
	Japanese	0 0.00%	0 0.00%	1 1.52%	0 0.00%	0 0.00%	0 0.00%

The award of degrees and certificates has remained constant since 2008: 14-22 per year for corrections and 25-38 for law enforcement. Certificates average slightly more than degrees.

When analyzing degree and certificate recipients by gender, it is very clear that women obtain more degrees and more certificates than males. What is interesting about this fact is that women obtain positions in law enforcement or corrections at a much lower rate than men. What might be contributing to this trend is that men may be delaying their education to enter law enforcement or corrections more often and earlier than women. Where ethnicity is concerned, White students are obtaining degrees and certificates at a higher rate than all other

ethnicities, but African- American and Mexican-American students received the next highest number of degrees and certificates and there is very little difference in numbers between the two. There are different reasons for this and one reason discussed in the current professional literature is the difference in these cultures and how law enforcement and corrections is viewed as a career choice.

3.3 Transfer (if applicable)

We have anecdotal data that some students do transfer to four year institutions but we do not have any quantifiable data. We post information that we receive from the transfer center and make sure that students are aware of “college career” days when they are offered.

3.5 Career Technical Programs (if applicable)

The Criminal Justice Program at SCC has always been a career technical program. When several perishable skills courses were offered, as well as a PC-832 course, students were prepared to enter a law enforcement career field, i.e., reserve police officer. The PC- 832 course was approved by Police Officers Standards and Training (POST) for this purpose. Since the late 1960’s, every police officer candidate in California must attend and graduate from a POST Basic Police Academy. Every state correctional officer must attend and graduate from the CDRC correctional academy. Most counties who hire non-sworn personnel in their correctional facilities require graduation from some type of local academy. Adult probation officers in California are normally required to have a B.S. or B.A. degree before hire. Juvenile probation officers may or may not have this requirement depending on which county the position is located in. The requirements for evidence technicians vary from agency to agency. In order to be a “criminalist” or “forensic scientist” the applicant normally must have a M.S. degree or Ph.D.

It is important to know that our programs do not offer any job-direct degrees or certificates even though that is what most people still believe we do. A person who desires a career in law enforcement must attend and graduate from a POST Basic Academy or if a state law enforcement applicant, the California Department of Justice Academy. A state correctional officer candidate must attend and graduate from the CDRC academy.

We do not offer any degree or certificate that will qualify the student for licensure or that meets any licensing requirements in any career field and we do not offer any degree or certificate that will qualify a student to enter a sworn law enforcement or corrections position directly.

What our program does, more than anything, is give students the opportunity to obtain the requisite number of college units a student must have to apply for a police officer position at a municipal, county or state agency. The educational requirements vary between agencies but the vast majority of agencies in California and the United States still only require a high school education to apply. Anecdotally, I have heard that our program prepares students well for a four year institution and aides students in passing several of the “Learning Domains” of the POST Basic Academy and CDRC academy. We do not place students directly into the workforce.

Therefore, I believe that there should be serious discussion in regards to whether the Criminal Justice Program, as it is now constituted, is in the appropriate division and, if not, which division would be appropriate.

PROGRAM RESOURCES

4.1 Human Resources

The faculty members of the CJ department have contributed to the department in various ways. Some faculty members attend relevant conferences that enhance their teaching abilities. All of our professors have extensive law enforcement or corrections experience and a few are still working in their respective careers. Faculty members have helped to develop the first online program offered at the college and several have been members of the academic senate, the scholarship committee and hiring committees. Faculty members have participated in the Puente Project and the Foster Youth Initiative. Faculty members sit on various POST advisory committees and participate in victim's rights groups in the public sector and we also have faculty who hold leadership positions in PAL and the Kiwanis.

The CJ Department has two fulltime faculty members and nine adjunct professors.

Fulltime faculty represents 18% of the total faculty. This is much lower than the college-wide ratio in which fulltime faculty represent 58% of total faculty.

1. Professor Michael Goodwin - Coordinator/retired Concord PD Sergeant
2. Professor Sarah Nordin - previously a probation officer

Adjunct Faculty:

1. *Keith Twitchell-retired SCC fulltime professor/coordinator*
2. *Mark Corioso-retired CDRC counselor*
3. *Steve Dawson-retired SCC police chief*
4. *Kevin Kolbe-currently a supervisory special agent for the CA Department of Justice*
5. *John Orr-retired officer Oakland PD*
6. *Richard Winistorfer-currently a supervisory parole agent*
7. *Reynando Accoe-retired parole officer*
8. *Jennifer Ellasces-currently a Yolo County Juvenile Probation Officer II*
9. *Joe Valenzuela-retired Captain Sacramento PD*

Classified Staff:

Debbie Luttrell-Williams is the division administrative assistant III and we have one teaching assistant in the department who is a current student

4.2 Since the last program review we have not offered classes to two adjunct faculty. One of our longtime adjunct professors retired spring 2012 and this left a significant gap in our Tuesday/Thursday course offerings but we have since been able to fill most of the gap. We have had discussions with the Dean of the division, and it is agreed that we would like to expand our course offerings. In order to expand the course offerings the department will have to hire two or three adjuncts. We currently have enough adjuncts to fill the courses we are currently offering.

4.3 Equipment

We are fortunate to have a variety of technology and equipment including two interactive SMART computers. We also have an extensive group of materials for CJ-51 (investigations) which includes two life-like mannequins. The overhead LCD in classroom 803 does not appear to be working properly and has become dimmer since it was installed in 2007. A new LCD would benefit the students since almost all the professors utilize power point in their lectures.

4.4 Facilities

The classrooms in the 800 building remain dirty and in disrepair. Room 803 is missing a large piece of the wallpaper and several other large pieces are loose and falling off the wall. The rooms are large enough to accommodate the number of students that we normally have but, because of the condition of some of the classrooms, it is an uncomfortable learning environment. The air conditioning system in bldg. 800 is not working properly and hasn't worked properly since the building was renovated.

4.5 Budget/Fiscal Profile

Since 2009, expenses for top code 210500 Criminal Justice ranged between \$349,868 and \$456,944. We use Perkins funds each year to pay for some instructional supplies. We also allocate some Perkins funds for professional development conferences for faculty members. Since 2010, funds have also been used to pay for a teaching assistant.

Programmatic Goals & Planning

5.1

The Criminal Justice Department at SCC has several strengths. One of the major strengths of the program is the experience and quality of the faculty. All of the faculty have worked, or are working, in the law enforcement or corrections fields. Real world experience is an invaluable addition to our course offerings. We are also able to draw on the resources and advice of other practitioners in the field on a regular basis and utilize them as guest speakers regularly. The department has been able to make both certificates completely available online to students. We have developed and maintained articulation agreements with several high schools and

expanded our course offerings to the Vallejo and Vacaville centers and offered classes at Winters HS. In addition, our faculty members consider it a great accomplishment when one of our students is hired as a law enforcement officer or corrections officer or obtains a B.A. or B.S. degree especially when we are able to be a character reference for the student.

Table 6. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
<i>1. Expand the number of agencies for intern opportunities</i>	<i>Visit and consult with various agencies</i>	<i>Fall 2014 or Spring 2015</i>	<i>Mark Corioso</i>	<i>NR</i>
<i>2. Hire additional adjuncts</i>	<i>Form hiring committee in early 2014</i>	<i>Spring 2014</i>	<i>Mike Goodwin</i>	<i>SP</i>
<i>3. Complete articulation agreement with the PSA</i>	<i>Complete the required paperwork and sign it</i>	<i>Spring 2014</i>	<i>Berta Lloyd & Mike Goodwin</i>	<i>NR</i>
<i>Long-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
<i>1. Develop new courses in victimology, terrorism and multi-cultural policing</i>	<i>Consult with adjunct professors with expertise in these topic areas</i>	<i>Spring 2016 or Fall 2017</i>	<i>Mike Goodwin and Sarah Nordin</i>	<i>SP</i>
<i>2. Forensics lab for the Vallejo Center</i>	<i>Consult with SME's and other CJ programs. Develop an advisory committee</i>	<i>Spring 2015</i>	<i>Sarah Nordin</i>	<i>SP</i>

