

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

# CRIMINAL JUSTICE

2017-2018

## **Assessment Schedule**

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

\*If it is the first time a course is taught, the SLO must be assessed that semester.

### **School of Applied Technology and Business**

2017-2018 – Program Review

2018-2019 – SLO Assessment

2019-2020 – Curriculum Review + Abridged Program Review (CTE)

2020-2021 – PLO Assessments

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

2023-2024 – SLO and PLO Assessments

### **School of Health Sciences & Counseling**

2017-2018 – PLO Assessments

2018-2019 – Program Review

2019-2020 – SLO Assessments

2020-2021 – Curriculum Review + Abridged Program Review (CTE)

2021-2022 – PLO Assessments

2023-2024 – SLO Assessments

### **School of Social & Behavioral Sciences**

2016-2017 – SLO Assessments + Abridged Program Review (CTE)

2017-2018 – PLO Assessments

2018-2019 – SLO Assessments + Abridged Program Review (CTE)

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

2023-2024 – Curriculum Review

### **School of Math & Sciences**

2016-2017 –SLO Assessments (1<sup>st</sup> half), Curriculum Review (2<sup>nd</sup> half)

2017-2018 – PLO Assessments (1<sup>st</sup> half), SLO Assessments (2<sup>nd</sup> half)

2018-2019 – SLO Assessments (1<sup>st</sup> half), PLO Assessment (2<sup>nd</sup> half) + Abridged Program Reviews (CTE)

2019-2020 – Any outstanding PLO/SLO assessments

2020-2021 – Program Review (all)

2021-2022 – SLO Assessments

2023-2024 – Curriculum Review

### **School of Liberal Arts and Library**

2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)

2018-2019 – PLO Assessments

2019-2020 – SLO Assessments + Abridged Program Reviews (CTE)

2020-2021 – Any outstanding SLO/PLO Assessments

2021-2022 – Program Review

2023-2024 – SLO Assessment

# CONTENTS

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Program Overview & Mission-----	
Assessment-----	
Curriculum-----	
Campus & Community Integration-----	
Student Equity & Success-----	
Resources-----	
Goals & Planning-----	
Signature Page-----	
Appendices-----	

Appendix A: Catalog Program Descriptions (2016-17)

Appendix B: Catalog Course Descriptions (2016-17)

Appendix C: Library Collection Assessment

# PROGRAM OVERVIEW & MISSION

**1.1 Introduction.** Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

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 program.

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 various CJ 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.

***As a department, our mission is to educate and mentor our students and be a role model for them in our professional and daily lives. As educators we will provide students with the practical training and academic tools necessary to be successful in a criminal justice related career.***

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*
5. *AST degree*

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

The Solano College catalogue describes the programs as the following:

## ***Criminal Justice, Corrections***

### **Program Description**

This program offers core and elective courses that 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.

Since the last program review cycle, several changes have been implemented in the curriculum. CJ-090 and CJ-091 have been eliminated from the curriculum. Historically the courses had low enrollment and the background check requirement took too long sometimes. The CJ Department had no control of the background checks. On occasion it would be the middle of the semester before a student's background check was complete. 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. The AST degree was approved in 2015.

**For catalog program descriptions, 2016-17, see Appendix A.**

The CJ Department has two full-time faculty members and six adjunct professors.

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

Adjunct Faculty:

- 1** Steve Dawson – retired SCC police chief
- 2** Jennifer Ellasces – currently a Yolo County Juvenile Probation Officer II
- 3** Ed Goldberg – retired Vacaville PD Lieutenant
- 4** Kevin Kolbe – retired Supervisory Special Agent for the CA. Department of Justice
- 5** John Orr – retired Oakland PD officer
- 6** Richard Winistorfer – retired Supervisory Parole Agent for CDRC

Classified staff:

Sal Abbate is the division administrative assistant IV.

**1.2 Relationship to College Mission.** Describe two or three components of your program that embody the college’s mission: “Solano Community College’s mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students’ lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.” (Limit to 1-2 paragraphs)

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. In addition, the new AST degree assist students with transfers to CSU campuses that offer a CJ degree.

**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 Canvas or Solanonline.org.
<i>Obj. 1.2 Create an environment that supports quality teaching.</i>	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 Solano-online and Canvas and student services such as Disabled Student Services, library reference and counseling resources (such as walk-over mental health counseling for students).
<i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i>	The faculty conducts SLO assessments in order to determine where changes and/or improvements are needed in course content or teaching methodology.

<i>Goal 2: Maximize Student Access &amp; Success</i>	<i>Program Evidence</i>
<i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i>	Our faculty regularly assesses student 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.
<i>Obj. 2.2 Update and strengthen career/technical curricula</i>	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>
<i>Obj. 2.3 Identify and provide appropriate support for transfer students</i>	We now have an AST degree in place which enables students to transfer to a CSU campus that offers a criminal justice degree. This now makes the transfer of certain CJ courses consistent among the various CSU campuses.
<i>Obj. 2.4 Improve student access to college facilities and services to students</i>	We announce and post workshops and try to offer classes at a variety of times to meet our nontraditional student needs.
<i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i>	N/A
<i>Goal 3: Strengthen Community Connections</i>	<i>Program evidence</i>
<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 to respond to what local law enforcement and corrections agencies request.
<i>Obj. 3.2 Expand ties to the community</i>	Faculty members sit on the POST advisory board for the new <i>Fairfield-Suisun School District Public Safety Academy</i> . Individual faculty also participate in various outreach opportunities in the community and on the campus.
<i>Goal 4: Optimize Resources</i>	<i>Program Evidence</i>
<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 developing a <b>Guided Pathways</b> format for curriculum that would offer the same courses in a sequence so students can follow a designated and identifiable course pattern in order to complete CJ coursework in a two-year time frame.

*Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.*

We are cognizant of the need to maintain current technology in the classroom. We now have two *smart computers* 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 investigation course.

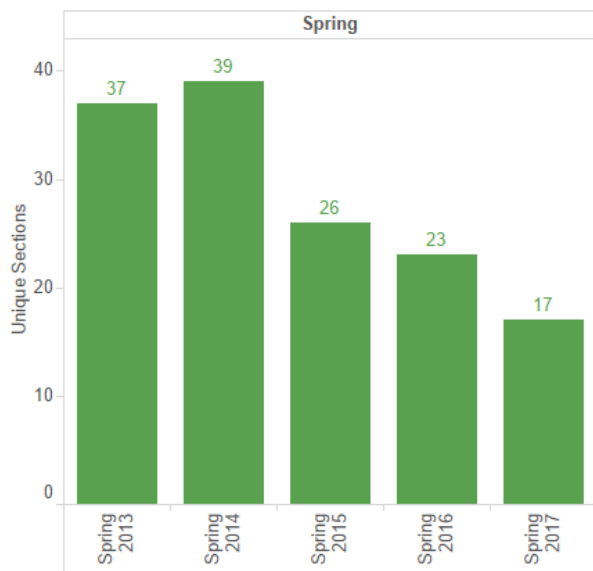
**1.3 Enrollment.** Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

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 years 2015, 2016 & 2017.
2. The cost of tuition has increased from \$36 a unit to \$46 a unit in 2012, making tuition less affordable.

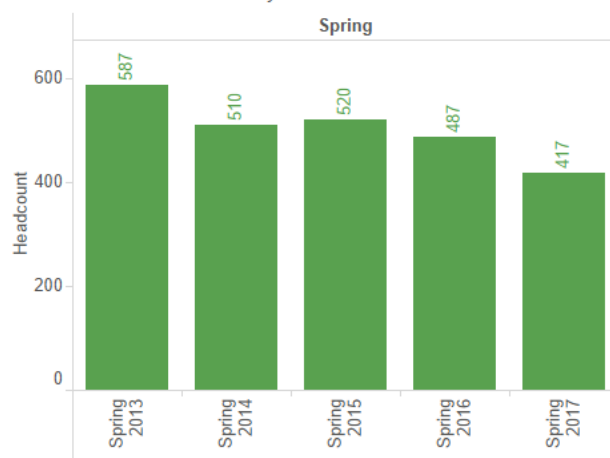
#### Sections Offered (Criminal Justice)

Chart shows number of sections offered by semester.



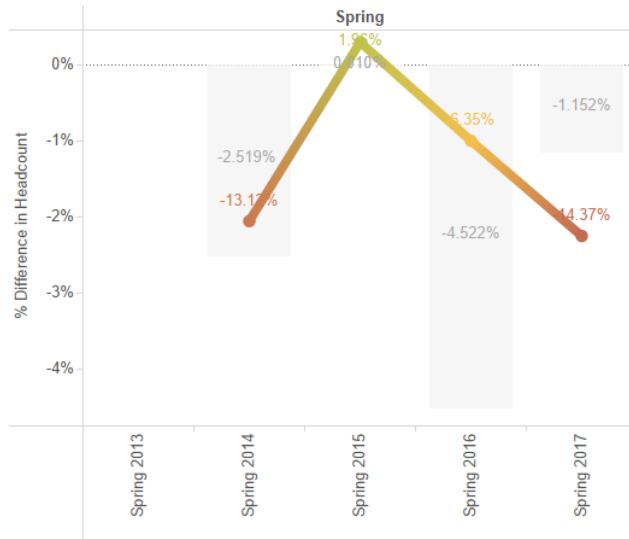
#### Headcount - Criminal Justice

Chart shows student headcount by Semester within Criminal Justice



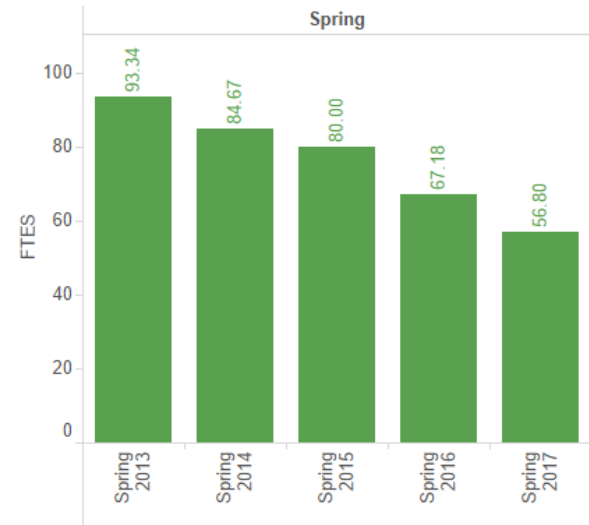
## Headcount Pattern - Criminal Justice

Chart shows total percent change in headcounts within Criminal Justice (line) and % change for college (bar)



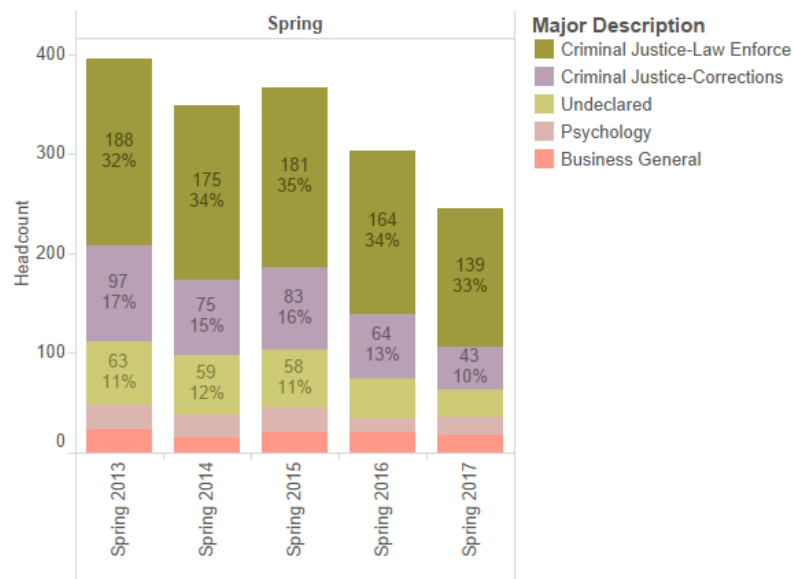
## FTES (Criminal Justice)

Chart shows total FTES by Semester within Criminal Justice



## Declared Majors - Criminal Justice

Upper chart shows total headcount by major (bar color) for students taking courses in Criminal Justice



**1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

The population served in CJ courses has changed since 2013. Females now represent the majority of CJ students but only by a very slight margin/percentage. Faculty does not definitively know why but think part of that change is attributed to the empowerment of women generally and partly due to the encouragement of our CJ professors. It can also be attributed to the aggressive recruitment campaigns of various law enforcement agencies seeking female officers. Since the last program review, there has been a significant drop in the numbers of Black students but numbers are close to the drop in Black students' college wide. But, there has been a significant increase in Hispanic students and the numbers are higher than the numbers college wide. Still, all minority groups are under-represented in law enforcement and corrections career fields but great strides have been made in the last 25 years.

Students in the criminal justice program are representative of the “traditional” college students. The largest age group is the 20-25-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.

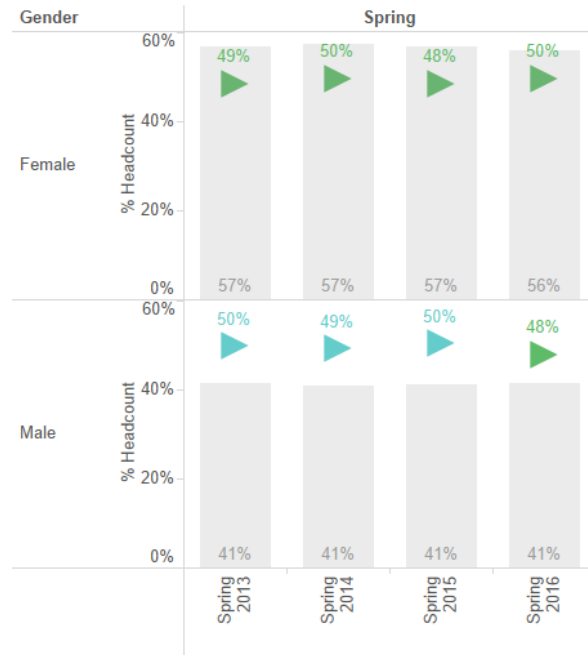
**Percentage range of students by age 2013-2016**

<b>CJ courses</b>	<b>avg %</b>
Between 17-20	31
Between 20-25	37
Between 26-30	11
Between 30-40	8
Over 40	10

## Pop Served Gender (Criminal Justice)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color.

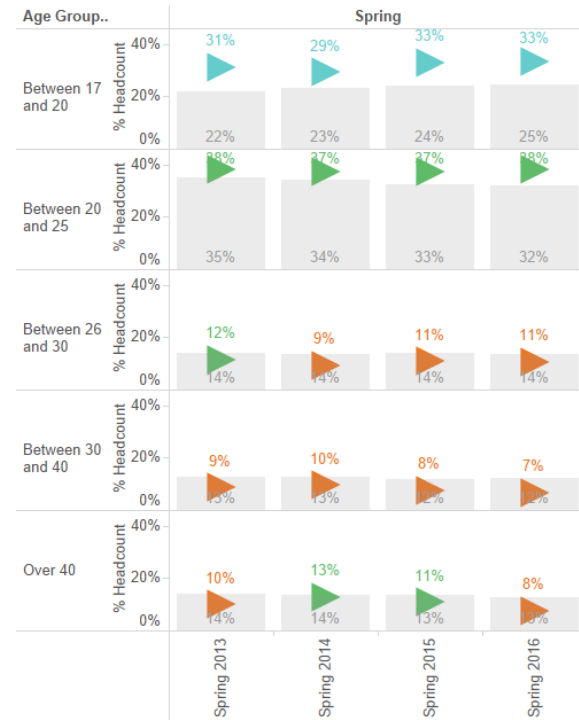
Only shows student groups greater than 20 students



## Pop Served Age (Criminal Justice)

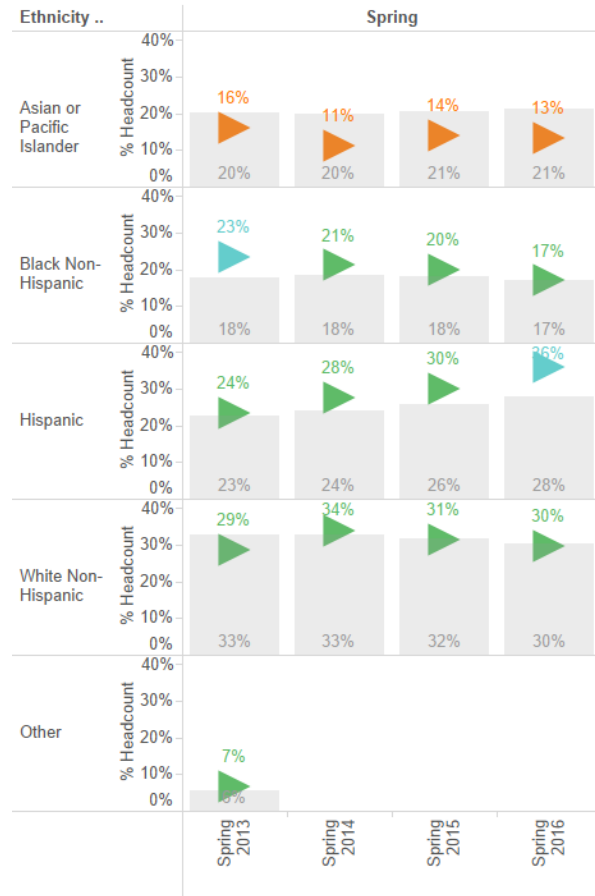
Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color.

Only shows student groups greater than 20 students



## Pop Served Ethnicity (Criminal Justice)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



## Percentage range of students by ethnicity 2013 -2016

CJ courses	%	Solano College	%
White	29-34	White	30-33
Black	17-23	Black	17-18
Hispanic	24-36	Hispanic	14-23
Asian	16-13	Asian	20-21
Native American	2	Native American	.5-1
Other	7	Other	5



### ***1.5 Status of Progress Toward Previous Goals and Recommendations.***

Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

**Table 1. Status of Previous Goals**

Program Goals	Planned Action (s)	Status
Delete degree/certificate	Delete Computer Forensics A.S. degree and certificate	completed
Assessment Goals	Planned Action (s)	Status
Assessment is up-to-date and ongoing; no goals at this time		Routine department activities
Curriculum Goals	Planned Action (s)	Status
Get course(s) articulated	Complete articulation agreement with the PSA for CJ-01& CJ-11	Completed
Create new course(s)	Develop new courses in victimology, multi-cultural policing; Consult with adjunct professors with expertise in these topic areas	In progress
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Create bridge/pathway	Develop career pathways template	In progress
Student Equity & Success Goals	Planned Action (s)	Status
Data shows student success and equity across all modalities and demographics; no goals at this time		
Professional Development Goals	Planned Action (s)	Status
No professional development goals at this time		
Human Resources Goals	Planned Action (s)	Status
Current staffing is adequate; no HR goals at this time		
Technology & Equipment Goals	Planned Action (s)	Status
Technology and equipment are up-to-date; no goals at this time		
Facilities Goals	Planned Action (s)	Status
Facilities are up-to-date; no goals at this time		
Library Resource Goals	Planned Action (s)	Status
Library resources are up-to-date; no goals at this time		

### ***1.6 Previous Program Review Goals Leading to Improvement.***

Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

The A.S.T. degree was completed. This allows students to pursue a schedule of course work that ensures a certain identifiable number of CJ courses will be accepted at any CSU campus that currently has a criminal justice degree program.

***1.7 Future Outlook.*** Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level.

1. A victimology course and a Multi-cultural policing course will be completed Fall 2018. The victimology course will be slated to replace a course in the CJ core course. That course will be determined in the future. The multi-cultural policing course is slated to be an addition to the CJ electives.
2. Classrooms in the 800 building are becoming dilapidated and remain dirty throughout most of the semester. This does not make for a conducive learning environment
3. The academic program that we offer is good preparation for a university or college transfer student—especially with the additions of the AST degree. Students' matriculation planning will be improved once the *career-pathways* template is complete. The CJ program helps students perform better on various Learning Domains in the POST Regional Academies and the CDRC academy.

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.

Information 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. In order to be employed in a sworn officer position, the student must attend a POST regional academy. What we are doing, is helping students meet the educational requirements that each individual 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 and that statistic is true in California.

The hiring of law enforcement and corrections personnel is governed by POST (Police Officers Standards & Training) and CDRC (California Department of Rehabilitation and Corrections). 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. Probation officers can be hired without an academy but must attend a POST probation academy within a prescribed time frame. 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

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

MSA Code	Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
000006	California Statewide	33-0000	Protective Service Occupations	380,720	\$26.46	\$55,035	2.90	\$12.21	\$20.62	\$38.64
000006	California Statewide	33-1011	First-Line Supervisors of Correctional Officers	4,540	\$43.41	\$90,298	1.00	\$41.13	\$43.68	\$46.04
000006	California Statewide	33-1012	First-Line Supervisors of Police and Detectives	(3)	\$64.83	\$134,850	1.40	\$48.78	\$64.72	\$75.74
California Statewide	33-3011	Bailiffs	310	\$23.57	\$49,009	8.60	\$16.45	\$22.54	\$31.47	
California Statewide	33-3012	Correctional Officers and Jailers	34,640	\$33.85	\$70,403	1.00	\$28.55	\$37.20	\$39.11	
California Statewide	33-3021	Detectives and Criminal Investigators	12,390	\$47.56	\$98,914	2.00	\$38.47	\$43.44	\$57.97	
California Statewide	33-3031	Fish and Game Wardens	350	\$35.61	\$74,063	1.40	\$30.93	\$35.73	\$38.13	
California Statewide	33-3041	Parking Enforcement Workers	1,700	\$23.58	\$49,039	2.30	\$19.87	\$23.66	\$27.97	
California Statewide	33-3051	Police and Sheriff's Patrol Officers	70,930	\$45.87	\$95,396	1.40	\$37.73	\$46.52	\$54.36	
California Statewide	33-3052	Transit and Railroad Police	480	\$31.62	\$65,783	8.90	\$22.25	\$29.83	\$38.94	
California Statewide	33-9011	Animal Control Workers	1,520	\$23.36	\$48,601	1.80	\$18.52	\$23.24	\$28.47	
California Statewide	33-9021	Private Detectives and Investigators	4,380	\$27.17	\$56,514	4.00	\$18.40	\$22.93	\$33.96	
California Statewide	33-9031	Gaming Surveillance Officers and Gaming Investigators	1,170	\$17.06	\$35,477	2.10	\$13.49	\$16.35	\$19.11	
California Statewide	33-9032	Security Guards	151,130	\$13.72	\$28,522	1.30	\$10.22	\$12.05	\$15.08	
California Statewide	33-9091	Crossing Guards	6,720	\$13.71	\$28,502	3.30	\$9.66	\$13.02	\$16.54	
California Statewide	33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	17,230	\$15.04	\$31,296	4.10	\$10.60	\$13.50	\$17.51	
California Statewide	33-9093	Transportation Security Screeners	4,840	\$20.25	\$42,125	2.40	\$19.29	\$19.75	\$21.39	
California Statewide	33-9099	Protective Service Workers, All Other	18,440	\$18.46	\$38,403	2.10	\$12.25	\$16.86	\$22.89	

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	25-1111	Criminal Justice and Law Enforcement Teachers, Postsecondary	1,050	(2)	\$85,075	3.80	(2)	(2)	(2)

Source: State of CA Employment Development Department,  
<http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

**TOP Code(s):**

- 210500 Administration of Justice

**Geography: California**

Includes: All California Counties

#### Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	1,100	50
333021	Detectives and Criminal Investigators	12,700	350
333051	Police and Sheriff's Patrol Officers	68,700	2,770
339021	Private Detectives and Investigators	5,500	240
	<b>Total</b>	<b>88,000</b>	<b>3,410</b>

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

**TOP Code(s):**

- 210540 Forensics, Evidence, and Investigation

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
194092	Forensic Science Technicians	2,200	160
	<b>Total</b>	2,200	160

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

**TOP Code(s):**

- 210510 Corrections

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
333012	Correctional Officers and Jailers	35,100	1,230
331011	First-Line Supervisors/Managers of Correctional Officers	4,700	170
	<b>Total</b>	39,800	1,400

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

## Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

**1.8 Advisory Boards/Licensing (if applicable).** Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

Advisory board meetings should be held at least once a year. On some occasions the meetings are held with all CTE programs present. The CJ meetings tend to be more about disseminating new information to the group members and not about effecting new change. Virtually nothing in the CJ program has been changed or modified based on information exchanged at the meetings. The criminal justice field is unique in that much of the technical aspects of the career/careers are governed by state, county or local agencies. There are differences in policy and procedure among the various agencies and making significant changes is difficult at the academic level. Suggestions from board members are listened to and taken under consideration but always keeping in mind the limitations of our program and SCC's policies.

For Minutes, see Appendix E.

**1.9 Core Indicator Report.** Review the Perkins core indicator reports for your TOP code: [https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx) . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
2105	ADMINISTRATION OF JUSTICE	86.91	92.20	95.27	78.46	46.62	52.52
210500	ADMINISTRATION OF JUSTICE	87.32	90.76	95.27	82.61	45.65	51.26
210510	CORRECTIONS	90.00	100.00	94.74	64.71	60.00	60.00
210540	FORENSICS, EVIDENCE, AND INVESTIGATION	0.00	100.00	100.00	100.00		

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Source:

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf\\_22\\_116iT0R6R0x4](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4)

## ASSESSMENT

### Program Learning Outcomes

**2.1 PLOs and ILOs.** Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

**Table 2a. Program Learning Outcomes**

Program Learning Outcomes	ILO	How PLO is assessed
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

3. 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.	(IIA,B,D;IIC)	Score of 70% or higher written exams
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**2.2 PLO Mapping.** Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

**Table 2b. Program Courses and Program Learning Outcomes**

<i>CJ 001, SLO --</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ 002, SLO --</i>	<i>I</i>	<i>I</i>	<i>I</i>
<i>CJ 011, SLO --</i>	<i>I</i>	<i>I</i>	<i>D</i>
<i>CJ 051, SLO --</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ 052, SLO --</i>	<i>I</i>	<i>D</i>	<i>M</i>
<i>CJ 053, SLO --</i>	<i>I</i>	<i>I</i>	<i>D</i>
<i>CJ 058, SLO --</i>	<i>I</i>	<i>D</i>	<i>M</i>
<i>CJ 059, SLO --</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ 060, SLO --</i>	<i>I</i>	<i>I</i>	<i>M</i>
<i>CJ-064, SLO --</i>	<i>I</i>	<i>I</i>	<i>I</i>

**2.3 PLO Results and Planned Actions.** Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

**Table 2c. Program Learning Outcomes Assessments**

PLO 1	
<b>Program Learning Outcome</b>	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.
<b>Date(s) Assessed</b>	Spring 2015
<b>Results</b>	Students have a basic understanding of the CJ system as demonstrated on written exams with a 70% minimum score

<b>Action Plan</b>	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
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<b>PLO 2</b>	
<b>Program Learning Outcome</b>	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.
<b>Date(s) Assessed</b>	Spring 2015
<b>Results</b>	Students have a basic understanding of CJ system as demonstrated on written exams with a 70% minimum score
<b>Action Plan</b>	

<b>PLO 3</b>	
<b>Program Learning Outcome</b>	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.
<b>Date(s) Assessed</b>	Spring 2015
<b>Results</b>	Students have a basic understanding of CJ system as demonstrated on written exams with a 70% minimum score
<b>Action Plan</b>	Complete the “victimology” course and incorporate more handouts focusing on communication skills. Involve students in more ethics-related scenarios.

<b>PLO 4</b>	
<b>Program Learning Outcome</b>	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.
<b>Date(s) Assessed</b>	Spring 2015
<b>Results</b>	Students have a basic understanding of CJ system as demonstrated on written exams and investigative scenarios with a 70% minimum score
<b>Action Plan</b>	Incorporate more “field exercises” and handouts to enhance investigative skills and more “case law” examples



**Table 2d. PLO Assessment Calendar**

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1								x		
PLO2								x		
PLO3								x		
PLO4								x		

**2.4 PLOs Leading to Improvements.** Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

Scenario-based learning has been improved in CJ-51 and CJ-02. More case law decisions have been utilized in CJ-02 and CJ-53.

## Student Learning Outcomes

**2.5 SLOs Status.** Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

The SLO's for courses have been updated in Curric-UNET to more closely reflect measurable outcomes. The SLO's have been assessed on schedule. Each semester, faculty have engaged in discussions concerning SLO's.

**2.6 SLOs Leading to Improvements.** Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Based on analysis of our SLO's, a few changes have been made to curriculum and method 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 “Canvas” so students would have material to enhance their lecture information
- Adding more scenario-based learning opportunities in several classes

## General Education & Institutional Learning Outcomes

**2.6 GELOs and ILOs.** Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

GELOs and ILOs are linked but there will need to be updating in a few courses.

## CURRICULUM

**3.1 Course offerings.** Attach a copy of the course descriptions from the most current catalogue.

**For catalog course descriptions, 2016-17, see Appendix B.**

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven’t been offered in the past two years, state the course(s) and note the reason(s) they haven’t been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so.

CJ-90 & CJ-91 and CJ-61 were deleted from the course offerings. Consistently low enrollment and problems completing background checks in a timely manner were the primary contributing factors that led to the deletions of CJ-90 & 91. CJ- 61 rarely met the minimum enrollment.

**3.2 Scheduling and Sequencing.** Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student’s timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

We are currently working on a *Career Pathways* template so students can finish their CJ requirements in a 2-year period. There have been discussions with the Dean in regards to sections offered and sequencing. In addition, we are considering *clustering* courses in the A.S.T.

degree so students can complete two three courses by attending classes twice a week with back-to-back classes. No extensive plans for scheduling changes until the *career pathways* template is complete.

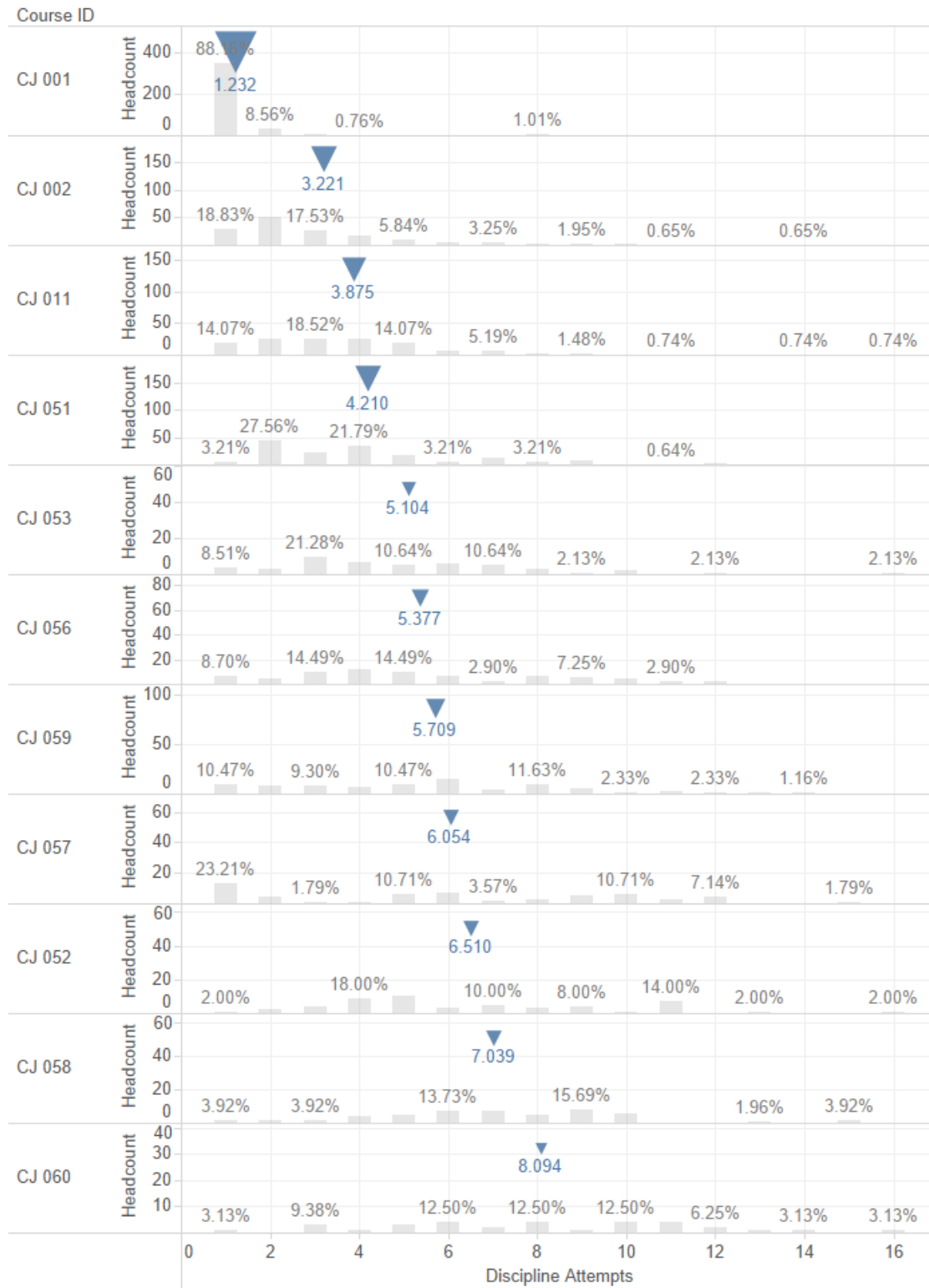
## Scheduling (Fall & Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
CJ 001	Dixon High School				1						
	Main Campus - Fairfi..	3	2	3	1	3	2	3	2	3	3
	Online/Hybrid	1	2	2	1	2	2	1	1	1	1
	Travis Air Force Base		1		1						
	Vacaville Center	1	1	1	2	2	1	1	2	1	1
	Vallejo Center	1	1	1	1	1					
CJ 002	Main Campus - Fairfi..	1	1	1		1	2	2	1	1	1
	Online/Hybrid	1	1	1	1	2	1	1	1	1	
	Vacaville Center	1	2	1	2	1	1	1	1	1	1
	Vallejo Center					1					
CJ 011	Main Campus - Fairfi..		1	1	2	1	2	1	2	1	2
	Online/Hybrid	1		1						1	
	Vacaville Center	1	1		1	1	1	1	1	1	
	Vallejo Center	1		1		1					
CJ 090	Main Campus - Fairfi..	6	6	6	6	6					
CJ 091	Main Campus - Fairfi..	6	6	6	6	6					
CJ 051	Main Campus - Fairfi..	2	2	1	2	2	2	2	2	2	1
	Online/Hybrid			1		1					1
	Vallejo Center		1		1						
CJ 053	Main Campus - Fairfi..	1	1	1	1	2	1	1	1	1	1
	Online/Hybrid				1		1	1	1		
	Vallejo Center	1		1							
CJ 059	Main Campus - Fairfi..		1			1	1		1	1	
	Online/Hybrid	1	1	1	2		1	2	1	1	1
	Vacaville Center	1									
CJ 052	Main Campus - Fairfi..	1	1	1	1	1	1	2		1	1
	Online/Hybrid		1		1		1	1			
	Vacaville Center	1									
CJ 058	Main Campus - Fairfi..	1	1		1	1	1	1	1	1	1
	Online/Hybrid				1						
	Vallejo Center		1		1						
CJ 057	Main Campus - Fairfi..						1	1	2	1	1
	Vacaville Center	1	1	1	1		1	1			
CJ 056	Main Campus - Fairfi..	1		1		1		1	1		
	Online/Hybrid	1			1			1		1	
CJ 060	Main Campus - Fairfi..			1			1		1		1
	Online/Hybrid	1					1		1		
CJ 064	Main Campus - Fairfi..						1				
	Online/Hybrid		1								

### 3.3 Student Sequencing (Criminal Justice - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



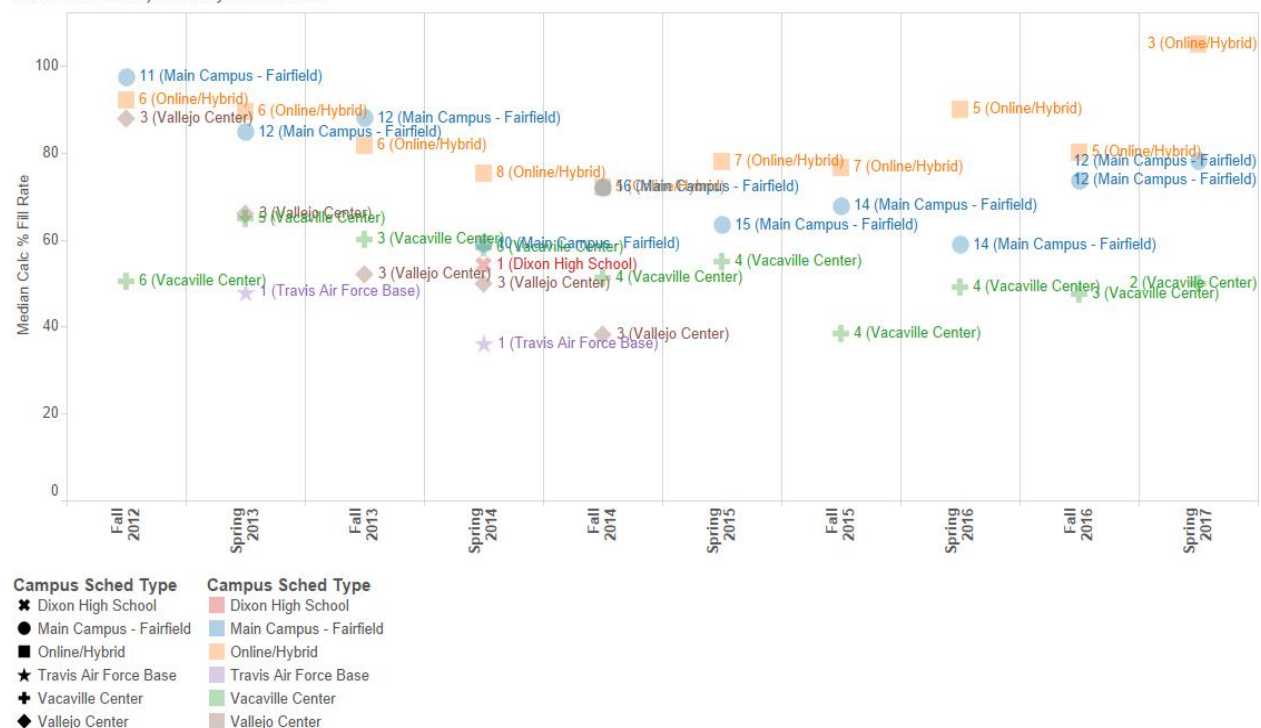
**Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

A student survey was administered to (43) students. (See Appendix D for sample of survey) Q-5 asked about satisfaction with the availability of courses in the CJ department. 46% of respondents indicated that they were very satisfied and 41% indicated that they were satisfied. 13% indicated that they were neutral. Q-10 asked about satisfaction with the quality of instruction in the CJ department. 88% of respondents indicated that they were very satisfied and 12% indicated that they were satisfied. In the comment section the majority of comments were concerned with the CJ departments “greatest strengths.” Overwhelmingly, the comments indicated the professors and the real-life knowledge.

**3.4 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

#### Fill Rates Median by Location (Criminal Justice)

Chart shows median fill rates by course location



**3.5 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses are planned for articulation (Limit to 1-2 paragraphs).

Not applicable because we have the AST degree.

**3.6 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

We have an articulation agreement with the PSA in Fairfield and with Napa High School. The PSA articulates CJ-01 and CJ-11. Napa High School articulates CJ-01 and CJ-51.

**3.7 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

Solano College offers seven of its core Criminal Justice classes online and two Criminal Justice electives online. It has offered these courses for the last 18 years every semester except one summer when Solano did not hold summer school, either face-to-face or online. We are currently in the OEI initiative and one full time instructor is currently in the process of aligning the courses she teaches online to become part of the OEI exchange.

## CAMPUS & COMMUNITY INTEGRATION

**4.1 Campus Integration.** Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

Faculty are represented on several committees: i.e., DE, tenure. Faculty participate in on-campus and off campus career fairs regularly at various sites in the community.

**4.2 Counseling.** Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

Nothing to report to the counselors at this time.

**4.3 Community Ties.** Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

Faculty invite guest speakers from the community who are employed in a variety of CJ/Correction related careers. We participate in community career fairs and sit on the POST advisory board for the local PSA. Faculty have also volunteered with the Solano County Probation Department's Intervention program. We have participated in interviews for prospective students for the Early Middle College on campus sit on the *Use of Force* committee at the Solano County Sheriff's Office.

## STUDENT EQUITY & SUCCESS

### 5.1 Student Success/Underprepared Students

- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

Faculty support underprepared students by utilizing referrals to counseling and DSP regularly. We try to address test-taking and note-taking strategies by recommending students speak to the counselors. If there is an identifiable need for DSP to become involved, then we make a recommendation. On some occasions, when it is appropriate, we speak to a counselor/DSP first in order to be proactive.

We do not have any prerequisites or co-requisites--only advisories.

**5.2 Success Analysis.** Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

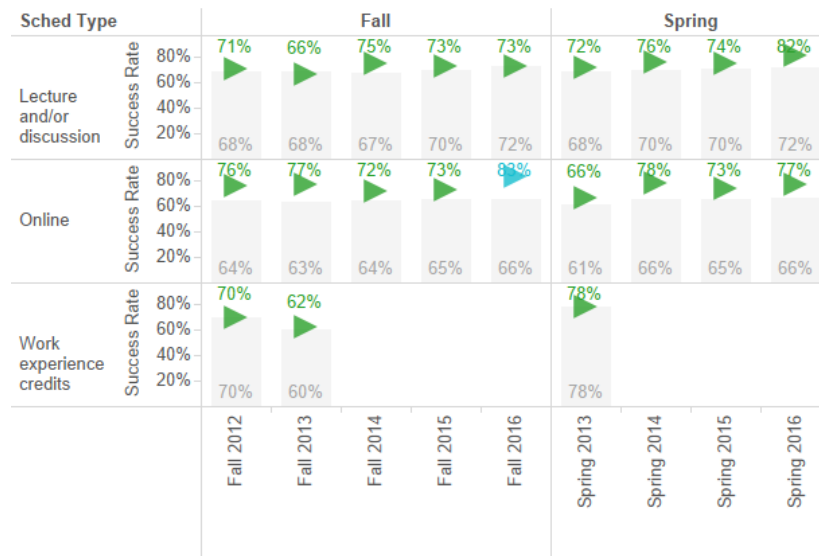
- Success rate in CJ compared to the college:  
The success rate of students in the CJ program is approximately 2.5 % higher than the college success rate.
- Success rate in CJ by gender:  
Males are more successful in the CJ-program by a margin of less than 3%
- Success rate in CJ by age:  
There is a 12.5% difference between the most successful age group and the least successful age group. The most successful age group is the *over 40* group (84%). The least successful age group is between *26 and 30* (71.5%).
- Success rate in CJ by ethnicity:  
The ethnicity that is most successful is White Non-Hispanic (82.2%). The least successful ethnicity is Black Non-Hispanic (65.8%). There is a difference in the success rate of the two ethnicities of (16.4%).

- Success rate by modality:  
The success rates for on-line and lecture/discussion average out to be the same rate.
- When examining the success rates by CRN (CJ-01~Fall 2017) for five classes, the overall success rate is 79.2 %. The success rate fluctuates between 74% & 89%. The 89% success rate was in an on-line class. Taking the on-line class out of the equation and the success rate is 76.7%. There was a 6<sup>th</sup> CRN that was not part of the success rates. Faculty does not know why the on-line class success rate was significantly higher than the in-class success rate. In order to address the high success rate, the class content of the on-line course would have to be examined and compared to the in-class courses and that would be just one variable. The same professor taught the on-line class and two other in-class courses and the success rate for the two in-class courses were both lower than the on-line class. Faculty assumes that there is a difference in course content between the on-line and in-class courses. If the difference in content might be the causal factor for the different success rates, then that would need to be examined more thoroughly.

Course ID	Spring									
	13		14		15		16		17	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
CJ 001	237.00	73%	188.00	76%	198.00	66%	179.00	80%	197.00	79%
CJ 002	130.00	61%	63.00	71%	115.00	59%	102.00	69%	51.00	73%
CJ 011	44.00	68%	88.00	70%	81.00	73%	75.00	81%	62.00	81%
CJ 051	97.00	76%	78.00	72%	59.00	75%	60.00	87%	84.00	86%
CJ 052	67.00	75%	68.00	75%	46.00	70%			29.00	79%
CJ 053	54.00	54%	63.00	76%	64.00	81%	63.00	84%	26.00	69%
CJ 056			60.00	85%						
CJ 057	21.00	100%	27.00	85%	59.00	88%	29.00	93%	28.00	86%
CJ 058	70.00	73%	85.00	84%	28.00	89%				
CJ 059	73.00	63%	52.00	81%	55.00	76%	60.00	77%	42.00	83%
CJ 060					73.00	95%	68.00	84%	32.00	91%
CJ 064	54.00	74%			26.00	88%				
CJ 090	22.00	73%								
CIS 001	293.00	60%	332.00	59%	262.00	61%	242.00	64%	204.00	63%

### Success by Modality (Criminal Justice)

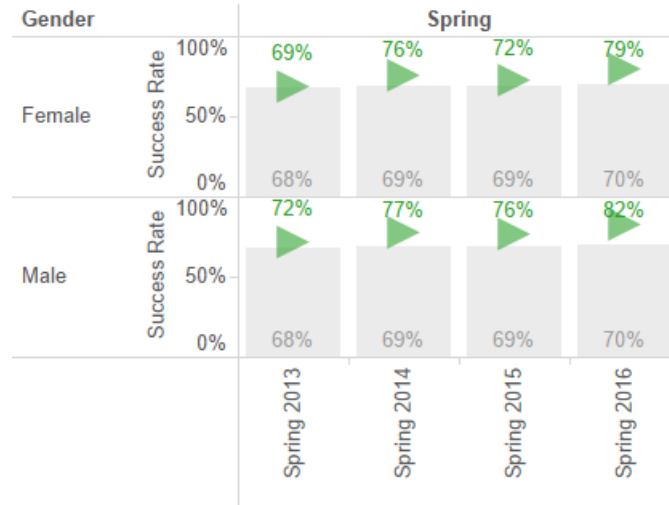
Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.





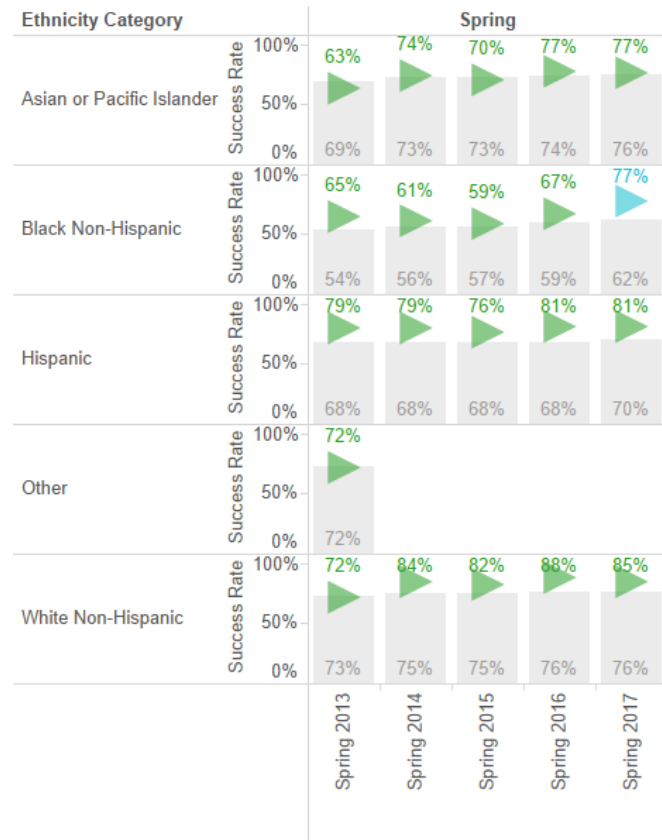
## Success by Gender (Criminal Justice)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students



## Success by Ethnicity (Criminal Justice)

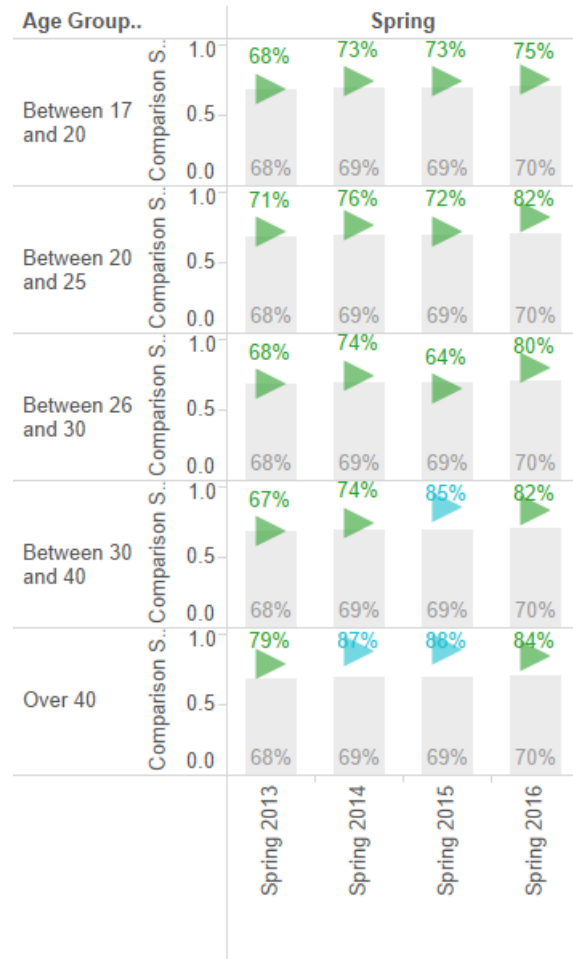
Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students





## Success by Age Group (Criminal Justice)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School).  
Disproportionate impact (80% of comparison group - Entire School) is noted in triange color.  
Only shows student groups greater than 20 students



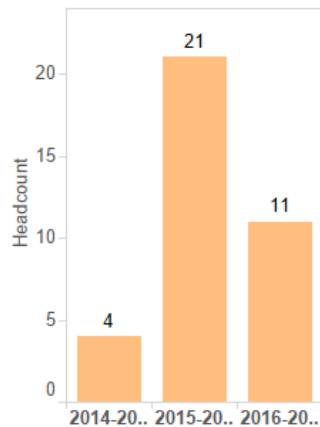
**5.3 Cross-Discipline Collaboration (if applicable).** For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

N/A

**5.4 Degrees/Certificates Awarded (if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

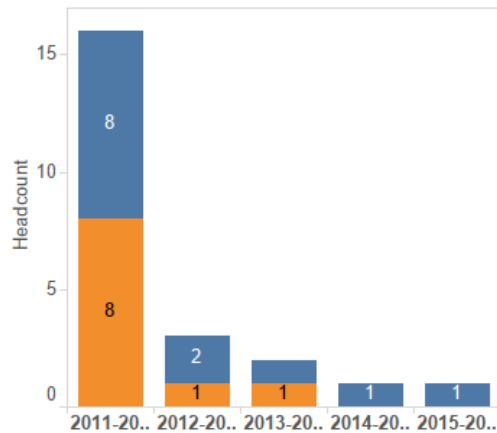
From Spring 2013 to Fall 2017, 80 A.S. degrees and 57 certificates were awarded in law enforcement. During the same period, 102 A.S degrees and 62 certificates were awarded in corrections. Thirty-six A.S.T degrees were awarded in the same period. The number of A.S. degrees in law enforcement increased each year but the number of certificates varied little. The number of A.S. degrees in corrections decreased every year but the number of certificates varied little. There was a wide variation in the A.S.T. degree.

**Number of Degrees (Admin of Justice for Transfer - Associate in Science Transfer)**



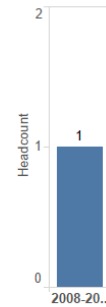
**Degree Desc**  
 Associate in Science Transfer

**Number of Degrees (CJ Computer Forensics - All)**



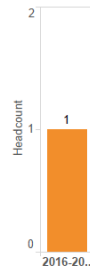
**Degree Desc**  
 Associate in Science  
 Certificate of Achievement

**Number of Degrees (Criminal Justice - Associate in Science)**



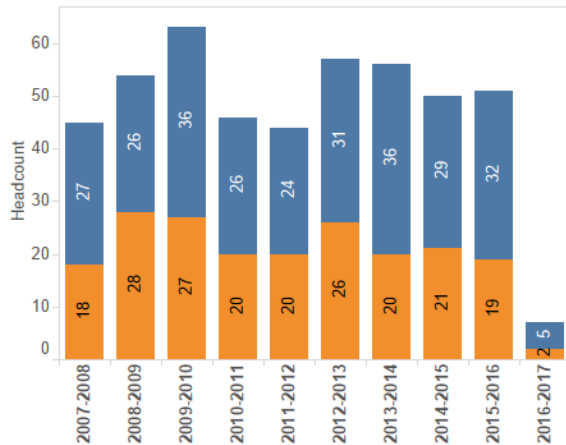
**Degree Desc**  
 Associate in Science

**Number of Degrees (Criminal Justice-Corrections C - Certificate of Achievement)**



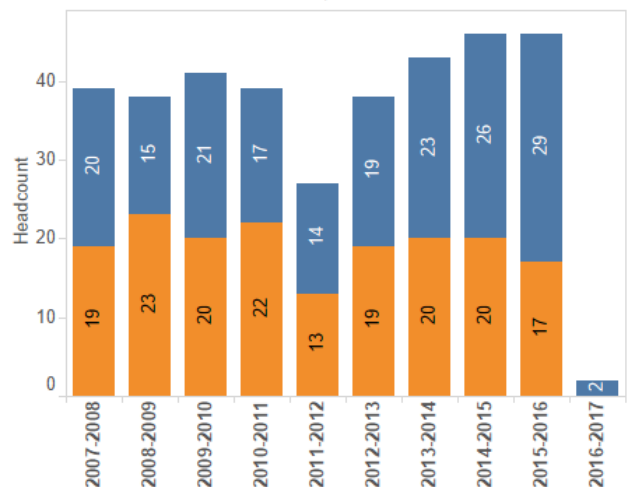
**Degree Desc**  
 Certificate of Achievement

**Number of Degrees (Criminal Justice-Law Enforce - All)**



**Degree Desc**  
 Associate in Science  
 Certificate of Achievement

**Number of Degrees (Criminal Justice-Corrections - All)**



**Degree Desc**  
 Associate in Science  
 Certificate of Achievement

**5.5 *Transfer (if applicable).*** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met).

Faculty regularly discuss transfer opportunities with students and post transfer opportunities in the classroom for students to review. There is no known data concerning students who are transfer eligible/ready.

**5.6 *Career Technical Programs (if applicable).*** For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

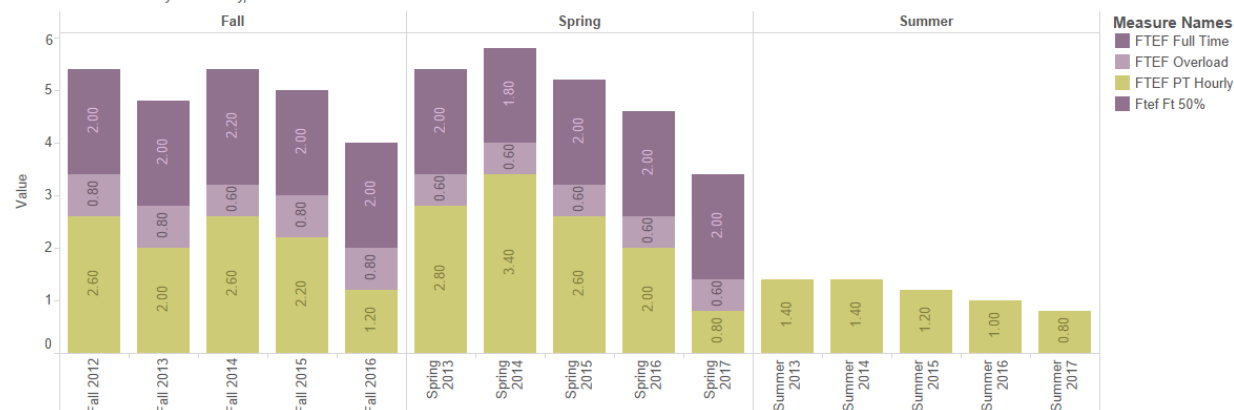
The CJ program offers students course work that helps them prepare for a variety of law enforcement/corrections/court and probation careers. It also prepares them to continue their education at a four-year university. However, the majority of positions within the law enforcement and corrections careers require the student to graduate from a Police Officer Standards & Training (POST) or California Department of Corrections & Rehabilitation (CDCR) basic academy before they are employable. The CJ department isn't directly providing any training that would allow a student to sit for a licensing exam. We are providing students with college units that they can utilize when applying to various agencies based upon that agency's educational requirements for initial application. Those educational requirements range from a high school diploma all the way to a B.A. or B.S. degree. Approximately 81% of all law enforcement related agencies, including corrections, only require a high school diploma or GED for application purposes. The AST degree is preparing students to enter any CSU that offers a CJ degree. Anecdotally, Faculty have heard from numerous students who have attended a POST regional academy that many of the academy *learning domains* were easier to comprehend because of prior course work in the CJ program at SCC. The CJ program does not have a formalized college-to-work program, but we do provide references for students and talk to background investigators regularly. The department does maintain a *career board* in room 803 and that is updated regularly with opportunities that the department automatically receives from various sources

## RESOURCES

**6.1 *Human Resources.*** Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

## FTEF (Criminal Justice)

Chart shows total FTEF by contract type



Currently, staffing is adequate and there is no negative impact on the CJ program. We have been offering less sections for the past two years and the two full-time professors and six adjuncts have been able to manage the load. There will not be any changes in the staffing levels for the foreseeable future. Even if the offering of sections was to increase, the staffing we have now will be able to handle the increased load.

**6.2 Technology & Equipment.** Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

The technology that we have in building 800 and in the classrooms at the Vacaville center is adequate for effective teaching. The technology in room-803 was recently upgraded. There are no recommendations for improvement at this time.

**6.2 Facilities.** Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

The primary teaching room in building 800 is room 803. This room was renovated in 2007 along with the rest of building 800. Very early after the renovation, wallpaper began peeling off the walls in various places and is still peeling. It is unsightly. The floors are usually dirty but that has improved with the new custodian. The floors should be waxed at least once a semester because there are noticeable stains on the floor. All the professors in the CJ department who utilize the classroom continue to provide effective education despite the classroom not being in good condition regularly. No formal requests have been made to make the repairs mentioned.

**6.4 Library Resources.** Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

### Summary of Evaluation Findings:

After a quick evaluation of the library's CJ stacks (books on shelves for general check out) and reference materials, it was determined that there are many out of date titles in the collection. Aside from books with an historic viewpoint or purpose, the reviewing librarian will cut out any book published before 2000 and provide a copy of that list to Mike Goodwin and Sarah Nordin

for review before removing them from the collection. If there are updated versions of these weeded items, or replacements, the library will allocate funds to purchase.

It was also determined that gaps in the collection exist related to:

- Victimology
- Multi-cultural policing
- Policing and Community
- Probation and Patrol

The library will purchase titles to fill these gaps; see Appendix C.

**6.2 Budget/Fiscal Profile.** Provide a five-year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Faculty does not have information for the past five years but, for the last three years, the CJ Department has only utilized monies from the general fund for **Instruction**. Faculty have not utilized any *Perkins Funds* for the same time period. Our needs are primarily instructional supply needs. The majority of our monies is spent to update and improve the material we use in the CJ-051 class - Criminal Investigations. We do not anticipate any Perkins Funding needs in the near future.

## GOALS & PLANNING

**7.1 Program Strengths and Areas for Improvement.** Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

The primary strength of the CJ department is the quality of instruction students receive. All the professors have extensive law enforcement and/or corrections-based experience and graduate degrees. In addition, many of the professors taught advanced officer courses for many years at their respective agencies and have formalized training in *teaching methodologies* as well as *instructional systems design*. The professors are able to inculcate the classroom with real-life experiences that help to reinforce and clarify theories, concepts and statutes. Faculty considers the ability to be an effective mentor to students a strength. The process of obtaining a job in law enforcement/and/or corrections can be daunting and it helps students to have a mentor to keep them on track. Also, professors are regularly updating their knowledge by following changes in statutes and case law. The courses offered in the CJ department are eclectic and provide the students with an opportunity to focus on law enforcement related issues or corrections issues. The program provides a strong base for students who are pursuing 4-year degrees, returning students who are updating their skills or students who are just curious about the CJ system.

The CJ department completed an A.S.T. degree in 2014 which allows students to transfer to any CSU campus offering a CJ degree with a guarantee that a certain number of courses will transfer. All the core CJ courses are now offered on-line as well as in the classroom which gives students viable options for completing coursework.

One area that the department could improve in is the offering of courses at the Vallejo Center. Several years ago, we stopped offering courses there because of continuous low census. Faculty believes it is time to have a discussion concerning this issue. The faculty thinks that we might be able to attract students again based on a better understanding of when students can attend. We also should have a discussion concerning *clustering* of courses that are part of the A.S.T. degree so students can complete those specific courses attending less days during the week. The department can improve the time it takes a student to complete an associates or certificate by completing the *career pathway template*.

**7.2 Program Goals.** Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

**Table 4. Program Goals**

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)			
Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Other	Schedule discussions concerning clustering of CJ courses that are part of the A.S.T. degree and discussions that are focused on offering courses at the Vallejo Center again.	M. Goodwin	3

#### ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
<b>Other</b>	Update GELOs link to ILOs for GE courses.	M Goodwin	4

#### CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Create new course(s)</b>	Create a course in <i>victimology</i> and a course in <i>multi-cultural policing during Fall 2018 sabbatical</i>	M. Goodwin	1
Modify maximum student load in CJ-64.	Lower maximum student load in curric-unet	S. Nordin	

#### CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Create bridge/pathway</b>	Create course pathway template	S. Nordin	2

#### STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Add tutoring/skills support options for students</b>	Refer more students to tutoring center	M. Goodwin	7

#### PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Development in building/teaching Distance Education course</b>	Attend more canvas workshops and various conferences	Sarah Nordin	5

RESOURCES (Sections 6.1-6.5)

<b>Human Resources Goals</b> (click on text below for drop-down options, add goals as necessary)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
<b>Current staffing is adequate; no HR goals at this time</b>			
<b>Technology &amp; Equipment Goals</b> (click on text below for drop-down options)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
Technology and equipment are up-to-date; no goals at this time			
<b>Facilities Goals</b> (click on text below for drop-down options)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
<b>Other facilities goal</b>	Repair wall paper in classroom 803	facilities	8
<b>Library Resource Goals</b> (click on text below for drop-down options)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
<b>Cull outdated library resources</b>	Eliminate outdated text from shelves	Erin Duane	6



## SIGNATURE PAGE

*Please include all full-time faculty and as many part-time faculty as possible.*

**The undersigned faculty in the Criminal Justice Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated**

\_\_\_\_\_.

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

# APPENDICES

## Appendix A: Catalog Program Descriptions (2016-17)

### *Criminal Justice, Computer Forensics*

#### **Program Description**

This program is designed to prepare the student for employment as a computer forensics investigator. It includes a mix of several disciplines of study that, when combined, provide a basis for the general knowledge and skills required to perform the careful investigation of evidence obtained from computers and computer systems. In addition, this major provides the knowledge and skills required by computer network specialists involved in the tasks of securing computer systems and protecting information workers.

#### **Certificate of Achievement and Associate in Science Degree**

The Certificate of Achievement can be obtained upon completion of the 32.5-unit major listed below. The Associate Degree can be obtained upon completion of 60 units, including the major, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

#### **Program Outcomes**

Students who complete the Criminal Justice, Computer Forensics Certificate of Achievement/Associate Degree will be able to:

1. Perform complex operation and management of computer-based software systems.
2. Setup and maintain computer-based hardware systems.
3. Perform a computer investigation.
4. Understand the legal principles and practices of computer investigations.

#### **REQUIRED COURSES ..... Units**

CJ 051 Criminal Investigation.....	3
CJ 053 Legal Aspects of Evidence .....	3
CIS 001 Introduction to Computer Science.....	3
CIS 162 A+ Computer Hardware Technology .....	4
CIS 164 A+ Computer Operating Systems Technology ..	4
CIS 166 Computer Network + Technology.....	4
CIS 168 Computer Security + Technology .....	4
CIS 172 Computer Forensics: Evidence Recovery .....	1.5
CIS 173 Computer Forensics Investigations.....	3
CIS 174 Computer Forensics: Operating Systems Internals .....	3
<b>Total Units .....</b>	<b>32.5</b>

#### **Recommended Electives**

CIS 022 Introduction to Programming  
CIS 052 UNIX Operating System  
(UNIX OPERATING SYST)  
CIS 055 MS Windows Operating Systems  
CIS 073 Microsoft Excel ENGL 004 Critical Thinking and  
Composition: Language in Context  
ENGL 051 Technical Writing  
OCED 070 Occupational Soft Skills  
OCED 090 Occupational Work Experience  
OCED 091 General Work Experience  
OT 054A Beginning Keyboarding A  
OT 054B Beginning Keyboarding B  
OT 055A Intermediate Keyboarding/Word Processing A  
OT 055B Intermediate Keyboarding/Word Processing B  
SOCS 022 Ethnic, Racial and Minority Group Relations in  
Harmony and Conflict  
SPAN 001 First Semester Spanish  
SPAN 002 Second Semester Spanish

## ***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.

### **Certificate of Achievement and Associate in Science Degree**

The Certificate of Achievement can be obtained upon completion of the 30-unit major listed below. The Associate in Science Degree can be obtained upon completion of 60 units, including the major, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

### **Program Outcomes**

Students who complete the Criminal Justice, Corrections Certificate of Achievement / Associate Degree will be able to:

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.
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.
3. 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.
4. Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.
5. 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.
6. Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education.

### **REQUIRED COURSES . . . . . 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
<b>Total Units . . . . .</b>	<b>30</b>

### **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

### **Recommended Electives**

CIS 050 Microcomputer Applications
COMM 010 Interpersonal Communication
COUN 062 Helping Skills: Creating Alliances & Facilitating Change
ENGL 004 Critical Thinking and Composition: Language in Context
ENGL 051 Technical Writing
HUMN 003 Journey in a Multicultural Landscape
HS 051 Introduction to Human Services
HS 053 Serving Special Populations
OCED 070 Occupational Soft Skills
OCED 090 Occupational Work Experience
OCED 091 General Work Experience
OT 054A Beginning Keyboarding A
OT 054B Beginning Keyboarding B
OT 055A Intermediate Keyboarding / Word Processing A
OT 055B Intermediate Keyboarding / Word Processing B
SOCS 022 Ethnic, Racial and Minority Group Relations in Harmony and Conflict
SOCS 030 Peace, Non Violence and Conflict Resolution
SPAN 001 First Semester Spanish
SPAN 002 Second Semester Spanish

## ***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.

### **Certificate of Achievement and Associate in Science Degree**

The Certificate of Achievement can be obtained upon completion of the 30-unit major listed below. The Associate in Science Degree can be obtained upon completion of 60 units, including the major, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

### **Program Outcomes**

Students who complete the Criminal Justice, Law Enforcement Certificate of Achievement/ Associate Degree will be able to:

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.
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.
3. 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.
4. Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.
5. 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.
6. Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education

### **REQUIRED COURSES ..... 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 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

### **Recommended Electives**

CIS 050 Microcomputer Applications
ENGL 004 Critical Thinking and Composition: Language in Context
ENGL 051 Technical Writing
OCED 070 Occupational Soft Skills
OCED 090 Occupational Work Experience
OCED 091 General Work Experience
OT 054A Beginning Keyboarding A
OT 054B Beginning Keyboarding B
OT 055A Intermediate Keyboarding/Word Processing A
OT 055B Intermediate Keyboarding/Word Processing B
SOCS 022 Ethnic, Racial and Minority Group Relations in Harmony and Conflict
SPAN 001 First Semester Spanish
SPAN 002 Second Semester Spanish



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## ***Associate in Science in Administration of Justice for Transfer (ADT: A.S.-T)***

### **Program Description**

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

### **Associate in Science in Criminal Justice for Transfer**

The Associate in Science in Criminal Justice for Transfer degree is designed for students who plan to complete a bachelor's degree in Criminal Justice at a CSU campus. Students completing an Associate in Science in Criminal Justice for Transfer degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts the Associate in Science in Criminal Justice will be required to complete no more than 60 units after transfer to earn a bachelor's degree. The Associate in Science in Criminal Justice for Transfer degree also provides students with the learning experience on how to preserve and maintain social order by gaining critical skills in these key areas: law enforcement; corrections, probation, and parole; juvenile justice, delinquency, and juvenile corrections; criminology theory and crime control; and criminal justice leadership and administration. With this transfer degree, students will gain an understanding of both adult and juvenile justice systems, as well as the skills to apply innovative programmatic efforts. From due process to constitutional protections to the importance of case law in American criminal justice, the student will be exposed to the specific legal and ethical challenges for each branch of the U.S. criminal justice system.

### **To earn the Associate in Science in Administration of Justice for Transfer, students must:**

1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
  - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements
  - b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

A "P" (Pass) grade is not an acceptable grade for courses in the major.

### **Program Outcomes**

Students who complete the Associate in Science in Administration of Justice for Transfer will be able to:

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.
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.
3. 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.
4. Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.
5. Analyze legal concepts and make rational decisions about case processing.
6. Demonstrate knowledge of the rules of evidence, legal definitions, and concepts of evidentiary law. Apply basic investigative proficiencies.
7. Demonstrate critical thinking and analytical skills acquired in the social sciences in preparation for continuance of college-level education at a four year college.

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<b>REQUIRED COURSES</b> .....	<b>Units</b>
CJ 001 Introduction to Criminal Justice.....	3
CJ 002 Concepts of Criminal Law .....	3
Select Two Courses from List A .....	6
Select Two Courses from List B .....	6

<b>List A (Select 2 courses)</b> .....	<b>Units</b>
CJ 011 Community Relations .....	3
CJ 053 Legal Aspects of Evidence .....	3
CJ 051 Criminal Investigation.....	3
CJ 056 Juvenile Procedures .....	3

<b>List B (Select 2 courses)</b> .....	<b>Units</b>
SOC 001 Introduction to Sociology .....	3
PSYC 001 Introduction to Psychology.....	3
CJ 064 Principles and Procedures of the Criminal Justice System .....	3
<b>Total Units</b> .....	<b>18</b>

<b>Required Major Total Units.</b> .....	<b>18</b>
<b>CSU General Education or IGETC Pattern Units</b> .	<b>37 - 39</b>
<b>CSU Transferable Electives (as needed to reach 60 transferable units)*</b> .....	<b>5 - 12</b>
<b>Total Degree Units.</b> .....	<b>60</b>

*\* 0 - 9 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern. Consult with a counselor for more information on completing this degree.*

## Appendix B: Catalog Course Descriptions (2016-17)

**CJ 001 3.0 Units**  
**Introduction to Criminal Justice**

*Course Advisory: Successful completion of English 001 (minimum grade of C).* Introduction to Criminal Justice. This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies. C-ID AJ 110. *Three hours lecture.*

**CJ 002 3.0 Units**  
**Concepts of Criminal Law**

*Course Advisory: Successful completion of English 001 (minimum grade of C).* A study of the history, philosophy and development of law and various legal systems; case law and legal research; corpus delicti, mental elements, capacity to commit crimes, and defenses; classification of crimes and penalties; elements of major crimes. C-ID AJ 120. *Three hours lecture.*

**CJ 011 3.0 Units**  
**Community Relations**

*Course Advisory: SCC minimum English and Math standards.* This course examines the complex, dynamic relationship between the justice system and the community in addressing crime and conflict. The emphasis is on the challenges and prospects of administering justice within a diverse multicultural population. Topics covered may include crime prevention, restorative justice, conflict resolution and ethics. C-ID AJ 160. *Three hours lecture.*

**CJ 051 3.0 Units**  
**Criminal Investigations**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* Fundamentals of investigation, crime scene search and recording, collection and preservation of evidence, scientific aid; interviews and interrogation, follow-up and case preparation. C-ID AJ 140. *Three hours lecture.*

**CJ 052 3.0 Units**  
**Investigative Report Writing**

*Course Advisory: CJ 001; CJ 002; CJ 051; Eligibility for English 001.* Presents investigative report writing in criminal justice relative to police, probation, institutional and parole activities. Includes practical experience in preparing field notes, statements, and reports. *Three hours lecture.*

**CJ 053 3.0 Units**

**Legal Aspects of Evidence**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* A study of the origin, development, philosophy and constitutional basics of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds of degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies. C-ID AJ 124. *Three hours lecture.*

**CJ 056 3.0 Units**

**Juvenile Procedures**

*Course Advisory: Eligibility for English 001.* Presents the organization, function, and jurisdiction of juvenile agencies; the processing and detention of juveniles; juvenile case disposition; juvenile statutes and court procedures. C-ID AJ 220. *Three hours lecture.*

**CJ 057 3.0 Units**

**Criminal Justice Career Development**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* Examines criminal justice career positions, employment standards and current occupational opportunities in the field. Includes practical aspects of various jobs and provides information and practice in entrance examination taking, oral interviews, and general preparation for various occupations within the criminal justice field. *Three hours lecture.*

**CJ 058 3.0 Units**

**Fundamentals of Crime and Delinquency**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* Introduction to major types of criminal behavior, patterns of career offenders, factors which contribute to the production of criminality of delinquency. Includes methods used in dealing with violators in the justice system; the changing roles of police courts and after-care process of sentence, probation, prisons, and parole; changes of the law in crime control and treatment processes. *Three hours lecture.*

**CJ 059 3.0 Units**

**Interviewing and Counseling**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* Overview of the interviewing and counseling techniques available to practitioners in law enforcement, the courts, and corrections emphasizing communication and practical skills. *Three hours lecture.*

**CJ 060 3.0 Units**

**Probation and Parole**

*Course Advisory: CJ 001; CJ 058; SCC minimum English and Math standards.* Presents the philosophy and history of correctional services. A survey of the correctional sub-systems of institutions by type and function, probation concepts and parole operations. A discussion of correctional employee responsibilities as applied to offender behavior modifications through supervisory control techniques. Covers rehabilitation goals as they affect individual and intimate cultural groups in both confined and field settings. *Three hours lecture.*

**CJ 062 3.0 Units**

**Legal Aspects of Correction**

*Course Advisory: CJ 058; SCC minimum English and Math standards.* Presents the legal aspects of corrections and code provisions relative to all phases of the correctional system. *Three hours lecture.*

**CJ 064 3.0 Units**

**Principles and Procedures of the Criminal Justice System**

*Course Advisory: CJ 001; SCC minimum English and Math standards.* Detailed study of the role and responsibility of each sub-system within the criminal justice system; an examination of the philosophy, history, structure, operation and interrelation of each sub-system component; a description of procedure from initial entry of the individual into the system to the final disposition. *Three hours lecture.*

**CJ 090 1.0 to 3.0 Units**

**Vocational Work Experience: Law Enforcement**

*Course Advisory: CJ 001.* Volunteer service in a variety of governmental and private criminal justice agencies related to Law Enforcement. One unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 3 units per semester. Students who enroll in CJ090 may not enroll in CJ 091 during the same semester. Students may take this course up to the maximum number of units over multiple semesters. This is a Credit/No Credit only course. NOTE: Combined units for all work experience courses shall not exceed 12. One hour lecture and five to twenty hours by arrangement. *To determine the correct number of units in which to enroll, refer to the following formula for paid employment\*: Full Semester Sections: 1 unit = 5 hours per week 2 units = 10 hours per week 3 units = 15 hours per week \*unpaid work requires fewer hours per week.*



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**CJ 091 1.0 to 3.0 Units**

**Vocational Work Experience: Corrections**

*Course Advisory: CJ 001.* Volunteer service in a variety of governmental and private criminal justice agencies related to Corrections. One unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 3 units per semester. Students enrolled in CJ 091 may not enroll in CJ 090 during the same semester. Students may take this course up to the maximum number of units over multiple semesters. This is a Credit/No Credit only course. NOTE: Combined units for all work experience courses shall not exceed 12. One hour lecture and five to twenty hours by arrangement. *To determine the correct number of units in which to enroll, refer to the following formula for paid employment\*: Full Semester Sections: 1 unit = 5 hours per week 2 units = 10 hours per week 3 units = 15 hours per week \*unpaid work requires fewer hours per week.*

**CIS 001 3.0 Units**

**Introduction To Computer Science**

*Course Advisory: SCC minimum English and Math standards; keyboarding 30 wpm.* An introduction to the hardware and software components of basic computer information systems. Also, an examination of information systems and their role in business. A review of historical, social and cultural implications of computer technology in today's society. Course content will include hands-on familiarization with a computer operating system and common application software. Additionally, the course includes an introduction to computer programming using the Visual Basic .Net language. Students will learn to develop problem specifications, detailed analysis, design algorithms, and construct structured computer programs. *Three hours lecture, one hour lab.*

**CIS 162 4.0 Units**

**A+ Computer Hardware Technology**

*Course Advisory: SCC minimum English and Math standards.* Presents the structure of modern personal computer architecture including the names, purpose, and characteristics of components; such as motherboards, CPUs, RAM, disk drive storage, printers and networks. This course also addresses upgrading computer components, optimizing computer performance, preventative maintenance, safety, and computer hardware troubleshooting. Prepares the student for CompTIA A+ Hardware Service Technician Certification. (Formerly ECTN 126). *Three hours lecture, three hours lab.*

**CIS 164 4.0 Units**

**A+ Computer Operating Systems Technology**

*Course Advisory: ECTN 126, SCC minimum English and Math standards.* Presents the purpose and capabilities of computer operating systems, operating system components and utilities. The course emphasizes initial investigation of personal computer operating systems and demonstrates the uses of the operating system and other software for isolating troubles and completing the repair of personal computers. Prepares the student for CompTIA A+ Operating Systems Technologies certification. (Formerly ECTN 128). *Three hours lecture, three hours lab.*

**CIS 166 4.0 Units**

**Computer Network + Technology**

*Course Advisory: SCC minimum English and Math Standards.* Presents the architecture of computer networks, including the names, purpose, and characteristics of network components; such as network interface card (NIC), hubs, routers, cabling and connectors; as well as topologies, protocols and standards. This course also addresses network implementation, network support and troubleshooting. Prepares the student for CompTIA Network+ Computer Network Certification. As a team, in a laboratory environment, the class will assemble and implement a complete network, with a server running a Microsoft server network operation system (NOS) and several computers running the Microsoft Windows XP Professional Operating System. All of the required cabling will be assembled in the lab by the students under the supervision of the instructor. (Formerly ECTN 122). *Three hours lecture, three hours lab.*

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**CIS 168 4.0 Units**  
**Computer Security+ Technology**

*Prerequisite: A minimum grade of C in either CIS 166 or ECTN 122. Course Advisory: SCC minimum English and Math standards.* Presents the vulnerability, threats, and risks to data and other computer assets from spyware, Trojan horses, viruses, worms, and other security attacks. This course also addresses the fundamental policies and procedures for maintaining the security of a computer network. Prepares the student for the Computing Technology Industry Association's (CompTIA) Security+ Certification. (Formerly ECTN 124). *Three hours lecture, three hours lab.*

**CIS 172 1.5 Units**  
**Computer Forensics: Evidence Recovery**

*Course Advisory: SCC minimum English and Math standards.* Introduces the student to the physical aspects of data collection from computer systems and computer networks. The student is introduced to the hardware and software used to collect data, the techniques used to ensure integrity and preserve data, and the requirements of preparing collected data for later forensic investigation. Students will learn to process a digital crime scene as well as the corporate environment for both criminal/civil cases and incident response. (Formerly ECTN 172). *One hour lecture, one and one-half hours lab.*

**CIS 173 3.0 Units**  
**Computer Forensics Investigations**

*Prerequisite: CIS 001. Course Advisory: Eligibility for English 001 and SCC minimum Math standard.* Introduces the student to the tools and techniques of preserving and investigating digital evidence in a systematic and scientifically reliable manner using modern computer forensic software applications. The student is introduced to the interpretation and analysis of recovered data for the purpose of collecting legal evidence. Student is exposed to data in an array of formats and applications from several computer types and operating systems as well as deleted, encrypted, and damaged information. Evidence reporting practices are also introduced. (Formerly ECTN 173). *Two hours lecture, three hours lab.*

**CIS 174 3.0 Units**  
**Computer Forensics: Operating Systems Internals**

*Prerequisite: Minimum grade of C in either CIS 173 or ECTN 173. Course Advisory: SCC minimum English and Math standards.* Students will explore the internal workings of computer operating systems and perform forensic examinations of various operating systems. Students will analyze FAT, NTFS, Ext2, Ext3, UFS1, and UFS2 file systems and data structures. Students will learn to recognize systems that have been compromised by viruses or other intrusive programs, and will be able to locate corrupt, hidden or deleted data. (Formerly as ECTN 174). *Two lecture hours, three hours lab.*

## Appendix C: Library Collection Assessment for Program Review (PR)

### PURPOSE:

- to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;
- to provide insight into the strengths and weakness of the Library's collections;
- to support budget allocations and funding requests;
- to strengthen faculty participation in the vitality of the Library and its collections;
- and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.

### STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form below. Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

### DISCLAIMER:

**The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books, however we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.**

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

**Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.**

# LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

**PROGRAM:** CJ

**DATE:** 2/21/18

**REVIEWED BY (SARH NORDIN & MIKE GOODWIN):**

**REVIEWED BY (ERIN DUANE):**

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any “NO” answers with written explanation. Answer N/A when applicable.

<b>Collection Types:</b>	<b>Are core subject materials represented?</b>	<b>Currency (are items up to date? Outdated?)</b>	<b>Appropriateness for student needs and learning levels?</b>	<b>Gaps in subject coverage?</b>	<b>Adequacy for faculty professional development?</b>	<b>Adequate for meeting the needs of DE and Center students?</b>
<b>Books</b> (online/print)	Yes	No	Yes	Yes	Yes	yes
<b>Databases</b>	Yes	Yes	Yes	No	Yes	Yes
<b>Reference Materials</b> (online/print)	Yes	No	Yes	Yes	Yes	Yes
<b>Periodicals</b> (print)	Na	NA	Na	Na	Na	Na
<b>Media</b> (online/physical)	Yes	Yes	Yes	No	Yes	Yes
<b>Textbooks</b>	Yes	Yes	Yes	No	NA	Yes
<b>Other</b> (bones/rocks/misc)	NA	NA	NA	NA	NA	NA

I/we have reviewed the library’s holdings for the program and do:

\_\_\_x\_\_\_ recommend additional resources in the subject areas on the attached list.

\_\_\_x\_\_\_ recommend the withdrawal of items on the attached list.

Summary of Evaluation Findings:

After a quick evaluation of the library’s CJ stacks (books on shelves for general check out) and reference materials, it was determined that there are many out of date titles in the

collection. Aside from books with an historic viewpoint or purpose, the reviewing librarian will cut out any book published before 2000 and provide a copy of that list to Mike Goodwin and Sarah Nordin for review before removing them from the collection. If there are updated versions of these weeded items, or replacements, the library will allocate funds to purchase.

It was also determined that gaps in the collection exist related to:

- Victimology
- Multi-cultural policing
- Policing and Community
- Probation and Patrol

The library will purchase titles to fill these gaps.



## Appendix D: Student Survey

### Student Survey

1. How many courses have you taken in the CJ Department at Solano College?

- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four or more

2. Is your major in this department?

- ☐ Yes
- ☐ No
- ☐ Undecided

3. What is your reason(s) for taking this class? (mark all that apply)

- ☐ General education requirement
- ☐ Required for major
- ☐ Transfer
- ☐ Improve job skills
- ☐ Prerequisite
- ☐ General interest
- ☐ Fits my schedule
- ☐ Other: \_\_\_\_\_

4. At which campus do you prefer to take your CJ classes? (mark as many as apply)

- ☐ Fairfield (Main)
- ☐ Vacaville
- ☐ Vallejo

5. How satisfied are you with the availability of courses in this department?

- 1) Very Satisfied
- 2) Satisfied
- 3) Neutral
- 4) Dissatisfied
- 5) Very Dissatisfied

6. What would be your preferred start time(s) for courses to be offered? (mark all that apply)

a. Weekdays

- ☐ Early Morning (8am)
- ☐ Morning (9am-noon)
- ☐ Afternoon (1-4pm)
- ☐ Evenings (6-9pm)
- ☐ No preference

b. Weekends

- ☐ Saturday mornings
- ☐ Saturday afternoons

Student Survey

- ☐ Would not attend on Saturdays

7. Would you take an online course in this department?

- ☐ Yes
- ☐ No

8. Please list the courses you would take if they were offered online:

9. Would you utilize a CJ study room/computer lab if it were available?

- ☐ Yes
- ☐ No

10. How satisfied are you with the quality of instruction in the CJ Department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

11. How satisfied are you with the quality of textbooks and instructional materials utilized in the CJ department?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied

12. How satisfied are you with the quality of the classrooms CJ courses are taught in?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied



Student Survey

If you wish, comment on your responses to 11-14.

15. What are the CJ departments' greatest strengths?

16. Do you have any suggestions for program improvement?



## **Appendix E: Advisory Meeting**

Solano Community College  
Criminal Justice Advisory Group  
Wednesday, April 20, 2016  
1600hrs-1744hrs

### **Board Members**

- Sgt. Michael Goodwin, M.A. (Ret)  
SCC Professor/POST Master Ins.  
CTE Division
- Matt Lydon  
Lieutenant  
Vacaville Police Department
- Leslie Severe  
Investigator  
Napa County District Attorney's Office
- Sarah Nordin, M.A.  
SCC Professor  
CTE Division
- Sgt. John Gaspard  
Solano County Sheriff's Office
- Lt. Ed Goldberg, M.A. (Ret.)  
SCC Adjunct Professor  
CTE Division/CJ Dept.

### **Agenda**

- Introductions
- Program Review
- Associates Transfer Degree
- On-Line Program
- Curriculum Review
- High School Articulation
- Solano County Sheriff's COHORT
- Enrollment Issues
- Future Need/Courses

### **Introductions**

Meeting began with a welcome and every individual in the room introduced themselves along with a short description of their occupations.

### **Discussion**

Mike Goodwin, a current full-time professor at Solano Community College created a folder of material with detailed packets about the topics to be discussed during the Advisory meeting. Professor Debbie Berrett currently the Occupational Education/ work experience coordinator at Solano, walked to the Criminal Justice table first and discussed the need for agencies currently in the Criminal Justice work force to take on interns. Debra stated that there was simply not enough. Professor Barrett ended her presentation by making plans to discuss internships with the Solano County Sheriff's Department. Professor Goodwin discussed the first topic on the Program Review agenda. He informed that a program review is done every 4 years and requires professors to document what they are doing in their classes. If professors are currently using an old book, they would have to explain why they are using that book. He also discusses how there is a decrease in new student enrollment and classes less than 20 students would be canceled. The group agrees that online schools might be one of the many reasons why there has been a decrease in enrollment of new students along with ideas on how to improve enrollment. Also, it is difficult to track SCC alumni who have gotten jobs in the criminal justice field. The group discussed ways to potentially improve their tracking and get a realistic statistic. Information on schools attended could be located through their Facebook, through background checks and some departments have a wall with the name of the college an officer last attended. There were many ideas on how the information could possibly be gathered but it would have to be further investigated.

### **Associates Transfer Degree and Online Program**

Professor Sarah Nordin informed the group that SCC currently has AST degree with all CSU campuses that offer a CJ degree. If the student takes 6 Criminal Justice classes, 4 of them being a requirement, has a 2.6 overall GPA along with transfer requirements, they would be guaranteed a spot in their Criminal Justice Program as a junior. Some students are not aware that not all CJ classes are transferable. UC's are currently only transferring one class. The Canvas platform is new and there are specific requirements every professor teaching an online class must follow. Teaching a class online also requires professors to take a class regarding Canvas. The discussion ends with exchanging of business cards in order to receive more information on potentially teaching a class online.

### **Curriculum Review**

Professor Goodwin discussed the process to add or modify a course and disseminated a handout to each member of the group that explained the process. Professor Goodwin also explained that a curriculum review must be completed every two years.

### **High School Articulation**

Professor Goodwin explained SCC's current high school articulation agreements and how there are many students at SCC as young as 14 years old. The idea that these students would graduate high school and have their A.S. at the same time was surprising to the group.

### **Solano County Sheriff's COHORT**

Deputy Sheriff Gaspard mentioned the struggles they are having regarding the class. There are many officers and staff who have expressed an interest in participating in the cohort. Some officers would take the course because they need 60 credits to get a pay increase and some would like to continue their education but many find it hard to commit to two days a week because of schedule conflicts. With the realization that it is difficult to commit to 2 days a week many are not even considering enrolling. It would be a more efficient if the course would be cut down to one day a week or consider making the course an online one. Professor Goodwin discussed how officers can get substitutions for certain courses so that they would not have to take unnecessary ones.

### **Enrollment Issues**

In order to increase enrollment, SCC's CJ Courses can be offered online. Today the world revolves around the internet and courses that can be offered to a student virtually anywhere in the world gives students more access and flexibility.

### **Future Needs/Courses**

The group informed each other about certain training they received regarding internet and media. The internet is not going anywhere and it is important to be aware. The meeting concluded with each member volunteering to research a topic of discussion and forwarding that information to the other members of the group. Those who had not already shared their contact information exchanged business cards.

The meeting adjourned at 1744.

Next meeting TBD.