California State University, East Bay
DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

Report on Self-Study and Plan Completed
For Five Year Review
2003-2007

Prepared by the faculty and staff of the
Department of Criminal Justice Administration
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Program Description, strengths and distinctions. Established in 1976, the Department of Criminal Justice Administration offers an undergraduate program leading to the degree of Bachelor of Science. The Department also offers a minor in Criminal Justice Administration. Few campus programs offer coursework as diverse and current as the Department of Criminal Justice Administration. Instruction evaluates and analyzes the history, policies, practices and objectives of justice administration in society, as well as the social context affecting criminal justice administration.

It is said that over time, the criminal justice system will very likely involve the families of each of us—as victims, witnesses, jurors, volunteers, suspects, and offenders. It is imperative that we become informed of its ever-changing parameters and of our rights as citizens when involved. Criminal Justice Administration graduates understand the system and are equipped for career employment and careers in the field. They also are better able to understand the factors affecting the justice system, including limited resources on mental health services, employment, etc.

Students benefit from informed instruction by professors who have advanced educational credentials and who possess practical career experiences in the field. Similarly, our adjunct faculty have graduate degrees and presently are working or have worked professionally in the field. Ongoing contact with criminal justice agency personnel (many graduates of our program) in the service areas provide opportunities for meaningful internship placements and student employment. An active Student Club brings speakers on campus, organizes employment fairs, courts, crime labs, jails and penitentiary visits and supervised tours of police target ranges and offices.

From Fall 2002 through Fall 2007 (since the last 5-Year Review) the number of department majors increased steadily from an average of 338 to over 380, a number consistently among the highest in CLASS. The average number of minors was about 40 for the same time period. The Department extends across disciplines and colleges. Criminal Justice required and elective coursework is completed among twelve other departments, eight in CLASS (ANTH, COMM, ES, MLL, PHIL, POSC, PUAD and SOC). However, the Department has modified the major so that the majority of the coursework, especially upper division, is within CRJA. Currently, only one required upper division core course is outside the department, POSC 3410 Law and Society. We also are noticing that although approved electives include courses in other departments, students frequently select those courses in CRJA for their electives. We had also offered specialized Individual Study coursework ("special major") in Forensic Science-completed jointly with the Biology and Chemistry Departments in the College of Science. However, beginning Fall 2006,, in collaboration with Biology and Chemistry, a Forensic Science Option for the BS in Biology and BS in Chemistry was created which includes Criminal Justice courses and seminars. These new degrees are much better organized than the Special Majors for students pursuing careers in Crime
Laboratories. There are currently approximately 40 students pursuing the Forensic Science Option in Biology or Chemistry.

Employment in the field has remained high in the study period. Adjacent to the Criminal Justice Department Office is our alumni display case enclosing the cards, letters, and photographs of our successful graduates. They work in state and federal agencies, and in virtually all of the local, county and regional criminal justice offices in the Bay Area. Our graduates are police chiefs and police officers, secret service, customs and FBI agents, marshals, rangers, deputy sheriffs, probation, parole and immigration officers, district attorney’s, public defenders, private investigators and CSUEB Campus Patrol Officers, including the current Chief of Campus Police. Graduates also continue on to law school, graduate programs and careers in social services.

In addition, many students who just want a bachelors degree choose Criminal Justice Administration because it is a very interesting major compared to other majors (informal surveys of students in upper division classes).

Distinguished alumni have served in command positions in criminal justice agencies throughout the service area; as chiefs’ of police in the cities of Hayward and present Chief of Police, Department of Public Safety, California State University, East Bay Several successful graduates of Criminal Justice have also been recruited and are part-time instructors in the program.

Several learning tools are available to students. Coursework often requires research on literature sources, data, and internet resources. Courses include practical application of theories and principles (such as in 3610 Police Organization and Management, 3800 Comparative Evidence and Evaluation). Several courses also have class projects and presentations which encourages student to work together and to prepare for public speaking.

**Current concerns and initiatives.** The Department of Criminal Justice presently has five full-time tenure-track faculty, which includes the Department Chair. Accordingly, the Chair has a .44 administrative released time. Although the Department was able to hire a new tenure-track faculty member with a Forensic Science specialty beginning Fall 2008, the Department lost a key, more senior faculty at the same time. Rather than being able to gradually increase the tenure track faculty, even to six, it remains at five. In Summer 2009, the most senior faculty will be entering the FERP program, leaving 4.5 faculty. The fact of understaffed instructional resources has continued to severely limit attempts to meet student expectation and demand for timely instruction in expanding and new study concentrations in the field, and severely limits program growth.

The Department continues to be dependent on part-time faculty. Although they are very valuable and effective teachers, particularly since they all are, or have been, practitioners in the criminal justice field, the part-time instructors do not provide the greatly needed level of service and support that is needed to offset the labor intensive demands that have been placed on full-time faculty. And part-time faculty cannot handle these functions, such as advising and committee service. The lack of full-time faculty has further impacted the ability of the
Department to serve as effectively as it should our students, and the general university community. The acquisition of tenure-track faculty would provide additional benefits in terms of access, service, support and stability. The Department’s precarious position is further complicated by the fact that the two most senior faculty retired in 2004, and the only full professor will retire and enter the FERP program in Summer 2009. A more senior tenure track faculty resigned in Summer 2008, taking a faculty position at another university. The successful recruitment of new faculty is a priority goal for the Department. And it will be requested that the Department be allowed to hire two or three tenure-track faculty from a given search. The search process is lengthy, time consuming and costly and being able to hire more than just one faculty would be more economical.

The constantly high volume demand for student advising, and the ongoing faculty responsibilities for liaisons with community colleges/high schools, and campus committee work places onerous responsibilities on a small faculty that reduce opportunities for innovative and sustained research and publications. Extraordinary committee and advising responsibility has placed a noticeable strain on the department’s faculty.

Beginning in Fall 2007, the Department decided to proceed with participating in the Freshman Cluster Program for Social Science Clusters. One of the new faculty created and teaches the CRJA component of “Social Change: Rebels, Villains, and Visionaries,” with the CRJA 1100 course “Behind Bars: Incarceration and Creative Alternatives.” Although there was some concern that participating in the Cluster Program would take away from focus on the major, it was decided that increased exposure, particularly at the Freshman level, would benefit the Department and increase the number of majors. This has been one of the most popular Clusters and is attracting Freshmen to the CRJA major.

Program Needs—It is essential that additional faculty and course offerings be provided to the Department if it is to adequately meet the demands and the needs of the majors. Since the last Program Reviews, the Department continued to be seriously compromised in these important areas. More specifically, if the Department is allowed to fail to increase its tenure-track faculty base, then students cannot complete the requirements for timely graduation and will very likely choose to leave Hayward and enroll at other campuses. Department course enrollments are inordinately high as compared with most CLASS programs. Most required courses, including CRJA 2100-Elementary Criminal Law, CRJA 3200-Research Methods in Criminal Justice, CRJA 3700-Ethics in Criminal Justice, CRJA 4730 Crime Theory, CRJA 3610 Police Organization and Management, and CRJA 3800-Comparative Evidence and its Evaluation, CRJA 4730 Restorative Justice, CRJA 3100 Corrections, consistently enroll to maximum capacity and generate lengthy wait lists that we do not have resources to accommodate. We have been able to offer two sections of some courses (namely CRJA 3200 and 3800) in most quarters, but due to inadequate staffing resources are not able to offer more sections of the other courses. Some of the key courses can only be taught by the regular tenure track faculty since we do not have part time faculty with the expertise for these courses. Data show a steady increase in Student Faculty Ratios (SFR) to its current (Fall 2008) of about 38. This is unreasonable high and hinders the Department’s efforts to meet student needs for education and timely graduation. These issues have also contributed to the Department’s inability to prepare and submit a Masters Degree Program.
We have, however, virtually eliminated the use of CRJA 4900 Independent Study to assist students in satisfying degree requirements. During the last review, the Department would sponsor perhaps 20+ 4900 students in order for students to have course material when they were unable to take a required course. We will, however, substitute a CRJA course if the one needed is not being offered. We are trying to eliminate as many of these as possible, but are sensitive to the needs of students.

**Notable faculty achievements.** Faculty regularly publish articles and present papers at professional conferences on forensic science, probation and parole assessments, juvenile and ethnic crimes, prisons and the psychology of crimes. They serve as members of advisory and administrative boards and as journal editors. Refer to section on faculty
PART 1

SELF-STUDY
Part 1 The **Self-Study**

Summary of Last Five-Year Review, Plan Developed at that Time and Implementation of the Plan.

The Self-Study addresses the Department’s assessment of its strengths and weaknesses over the past five years.

It focuses on the following areas:
- Relevant Statistical Program Data
- Comparable Criminal Justice Programs
- Achievements Since Last Program Review

Its conclusion will provide a foundation and rationale for the Department’s Five-Year Plan.

Dr. Robert Fong, then Professor and Chair of the Department of Criminal Justice at California State University, Bakersfield, last reviewed the Department in 2003 and his overall assessment was positive. In his review, Dr. Fong emphasized the fact that the Department’s problems stemmed from a lack of full-time faculty hiring and a glaring lack of resources. He basically concurred with the previous reviewer, Dr. Ronald Vogel. He commended the Department for its superb job of teaching and balancing of the curriculum in spite of these obstacles. We are overwhelmingly in accord with the insight, candor and the recommendations of Dr. Fong’s review and we have implemented some programmatic changes even when resources were limited and have proposed other recommendations to the University where appropriate.

The Department’s Developmental Plan
(At the time of the last Five-Year Review)

**RECOMMENDATION:** All CORE courses should carry the CRJA prefix and be taught by tenure-track faculty members in the Department of Criminal Justice Administration.

**RECOMMENDATION:** In alignment with emerging practice nationwide, the criminal justice curriculum should be built exclusively upon criminal justice courses that are relevant to the delivery of a truly quality criminal justice education.
The reviewer of the last five-year review felt it was imperative that the Department be allowed to shape its own destiny and control its CORE courses. Several suggestions, although not all, were implemented as modification to the degree. The lower division Core requirements have not changed and it is not the plan of the Department to modify the lower division. It is a rich core of requirements, five of the eight being CRJA courses, that are aligned with the programs at community colleges locally and across the state. The three remaining lower division courses, basic Sociology, Psychology and Statistics, are best being taught in their respective departments. These are fundamental foundational courses for the remaining major requirements.

The upper division Core requirements are mostly CRJA courses with CRJA 4127 Crime Theory replacing SOC 4740 Criminology. The only remaining non-CRJA course is POSC 3410 Law and Society. The Department is evaluating this course in the overall Core curriculum.

Although tenure-track faculty teach most of the Core courses, some are taught by part-time lecturers by necessity. First, most lower division courses are taught by lecturers. Second, the core course CRJA 3700, Ethics in Criminal Justice is often taught by part-time instructors. This is actually beneficial to the students since all part-time lecturers are or were practitioners in a criminal justice field. They bring practical ethical issues as examples for students to consider and analyze. The remaining two Core courses, CRJA 3200 Research Methods and CRJA 4127 Crime Theory are not being taught by part-time faculty simply because they do not have the expertise for these courses. With so few tenure-track faculty, it is simply not possible to have all Core courses taught by them and have courses offered often enough for students to graduate in a timely manner. Further, with so few tenure-track faculty, there is no room for release time to develop curriculum or sabbaticals to pursue research and publications.

The required courses in the Law Enforcement Option are often taught by part-time lecturers. CRJA 3300 Crime Prevention and Control and CRJA 3610 Police Organization and Management are routinely taught by lecturers. However, these lecturers have considerable experience in the law enforcement field: former law enforcement and retired Police Chief, current Sheriff’s Department Commander, current Deputy Coroner Investigator. CRJA 3800 Comparative Physical Evidence was often taught by a part-time lecturer who is a forensic scientist, in addition to being taught by a tenured professor (also a forensic scientist) but beginning Fall 2008, he was hired as a full time Assistant Professor.

The required courses in the Corrections Option are all now CRJA courses: CRJA 3100, CRJA 4121 or 4730, CRJA 4700 and CRJA 4123. These courses are primarily taught by tenure-track faculty but occasionally by part-time faculty (recently by a current Probation Officer).

The SPCH 3530-Interviewing Principles and Practices, that had been added to the Corrections Option after the last review was subsequently dropped and CRJA 4123 The Crime Victim was added in replacement. The Speech course was not taught often enough and its content and focus changed. CRJA 4123 is more appropriate to the current trends and practices.
CRJA 4730 Restorative Justice was created to replace CRJA 4121 Probation and Parole. It was decided that 4121 had too much overlap with 4700 Community Based Corrections and that Restorative Justice was more contemporary and addressed juvenile justice issues, as well.

Option A- Law Enforcement and Administration was considered by the reviewer to be one of the program’s strengths and no changes were suggested for it.

It was felt that providing a generalized foundation based CORE curriculum would ensure that all majors would receive a base of instruction and understanding of the disciplines philosophy and practices necessary for securing employment in the diverse criminal justice field. CRJA 4127-Crime Theory was created and was added to the core area. This pedagogical emphasis also better prepares students interested in graduate study in criminal justice and in related fields.

In light of expanding needs and demand in the field of criminal justice (e.g. international issues and influence, high-tech crimes and tools, Internet and computer issues), the elective area was revised from a general list of recommended courses to include specialized clusters of courses in four (4) areas of direct interest and career planning. The Areas are: Criminal Justice System; Offender Treatment/Reform; Legal Aspects; Social and Cultural Perspectives. However, this arrangement was not successful and students wanted to take courses from two or more of the groupings. The selection of courses from a single group is now “suggested” but not required.

These modifications to the Bachelor of Science Degree have allowed the program to more ably address student expectation and justice agency’s need for theoretical and applied knowledge; prepare majors for graduate studies, and provide an appropriate program in timely competition with local state universities at Stanislaus, San Francisco, Sonoma, San Jose, and Sacramento. We believe that because of the changes we have continued to successfully attract new enrollments to the campus and channel them into other major related programs and General Education at Hayward.

In spite of the continued lack of resources, and lack of tenure-track faculty, the number of criminal justice majors has increased from 277 in 2001 to over 380 in 2008 (it should be noted that this is only a “snapshot” of majors per census at a particular time: number of majors actually taking a class at census in the Fall Quarter. Other data show the CRJA majors at about 540 and minors at 40, with students taking classes as they fit in their work- and family lives, with some students returning after taking several quarters or years off).

RECOMMENDATION: The Provost authorizes the immediate recruitment of four tenure-track faculty members to cover the General Education Program, the Law Enforcement and Administration Option, the Corrections Option, Core Area and Contra Costa Campus.
Since this review in 2003, the department lost the two senior faculty to retirement (Dr. Carmichael and Dr. Niethercutt), Dr. Zajac returned to the department full time and is now Chair (at .44 release time), and there are four other full time tenure track faculty (having lost a more senior faculty in 2008). Therefore, little has changed overall and there has been no substantive increase in the tenure track faculty for the department. It remains at five, mainly junior faculty. Although authorized to search for a Law Enforcement Tenure Track position (in addition to the Forensic Science position that was filled) in 2007-2008, this search was unsuccessful for a variety of reasons, including getting a late start due to administrative delays. The Department requested being able to carry over this search to 2008-2009 but this was denied. Since the tenure track searches are lengthy and time consuming, in the past the Department had requested being able to hire more than one from a search, but this was denied. We will request this again.

**Staff Support**

Dr. Fong reiterated the previous recommendation of Dr. Vogel that the Secretary, Ms. Diane Cowden had an extremely heavy load and that she should be reclassified to reflect the actual work, and that a part-time clerical be hired to assist.

**RECOMMENDATION:** Vogel: At minimum, part-time secretarial position needed to ease extremely heavy load placed on the Department. Fong: Secretary’s position be reclassified to the next higher grade and Ms. Cowden be awarded an in-range progression.

Not only was this recommendation ignored, but Ms. Cowden’s workload was *increased* without a reclassification. The incoming Dean insisted on combining departments, and criminal justice was to be combined with Anthropology, with Ms. Cowden handling both departments, with no assistance and no reclassification. This policy was put in place over strong objections by the department, and citing that this had been tried and failed a number of years previously. As this transition was beginning to take place, the Dean further insisted that Ms. Cowden also assist the newly formed Social Work department. What followed was the early retirement (under disability) of Ms. Cowden. The Dean subsequently “raided” the criminal justice department, taking away two offices, and combining the administration of this large department with Ethnic Studies, half-way across the building. The secretary of that department, although given a reclassification, was most uncooperative and was detrimental to the department, the faculty, and the students.

After ten months of intolerable conditions, and a lot of pleading, the Dean finally relented and allowed the department to hire its own secretary, and gave back one (but not the two) offices.

**Students:**

Under this category, Dr. Fong noted the general success and quality of the Department, the major, and overall pride of the students for their major and for their caring professors.
Although there was no "Recommendation," he noted the primary complaint was lack of course offerings frequently enough to meet graduation requirements.

Since this review, the Department has managed to increase the number of courses and sections somewhat. Per Table 3, the Fall data for number of sections shows we have increased from a low of 12 sections in 2003 and 2004, to 17 in 2006 and 2007. The increase is primarily in the Upper Division (from 8 to 12) which is appropriate: a large number of students transfer from community colleges where they take most of their Lower Division courses. In addition, while completing their major at CSUEB, they can take any needed lower division courses at a community college concurrently or in the summer.

It should be noted that we have also increased the number of sections offered in the Summer Quarter, as allocations allow, to help students complete graduation requirements. Further, to assist students, the Department Chair will authorize substitutions of an Upper Division CRJA course if the one needed is not being offered in the last quarter for graduation. We had used CRJA 4900 Independent Study to accomplish this deficiency, often having 20-25 per quarter. Now, we find CRJA courses that will be beneficial to the student for the substitution. Even so, with the modest increase in course offerings, we do not have many such requests.

**RECOMMENDATION:** The library budget for criminal justice be exempted from the general across-the-board cut. Any reduction in budget will negatively impact on quality and integrity of the criminal justice program.

The reviewer found the number of library holdings with criminal justice titles and related titles was adequate and that the system of purchasing between the Department and library was well coordinated and efficient. However, the reviewer felt the number of periodicals was lacking and should be improved. As a related matter he also found the library budget was far less for Criminal Justice than for the holdings of other CLASS disciplines, which restricted the type and quality of journals accessible to faculty and students. Although the reviewer noted that little had changed since the previous review and that the library had only 25% of the available criminal justice periodicals, the Department declined the suggestion that it be exempted from the general across-the-board cut in library materials.

It should be noted that the interdisciplinary nature of the Criminal Justice program and its reliance on library resources from other related fields and disciplines provide sources of information, research and pertinent articles—e.g., sociology, psychology, health sciences, biology, chemistry, public administration and "electronic library" resources may further reduce the need for hard copy expenditures.

Although there was some expansion of library resources, we have been told that library resources are restricted to books since periodicals have recurring expenses for renewals. Research assignments and faculty research projects use the on-line resources to a greater extent than in the past.

The faculty and students have access to resource materials on-line through various databases.
One resource that has been added for faculty throughout the University campus is the subscription of Turn-it-in.com. This is an online resource to check for plagiarism in students' papers and is highly used and successful.

At the time of developing this 5-year review, the University is preparing for a difficult fiscal year with cuts in sections, library resources, etc. This department has already been struggling on a skeletal faculty and minimal resources, and the need for more faculty, space and resources cannot be more underscored.

**CRIMINAL JUSTICE PERIODICALS FOR 2003-2008**

The Criminal Law Quarterly
Criminology
FBI Law Enforcement Bulletin
Federal Probation
The Journal Of Research In Crime And Delinquency
Policing
Police Science
Journal Of Contemporary Criminal Justice
Juvenile And Family Court Journal
Journal Of California Law Enforcement
Journal Of Forensic Science
Women And Criminal Justice
Journal of Criminal law and Criminology
Race, Gender And Class
Journal Of Quantitative Criminology
Justice Quarterly: Jq / Academy Of Criminal Justice Sciences
Journal Of Criminal Justice
RECOMMENDATION: Each full-time faculty should be assigned office space that is shared with one other full time faculty. At least one office should be dedicated to part time faculty.

In addition to the small Secretary office with adjacent office for Department Chair, the CRJA Department has three offices for the four full time and four to six part time faculty (varies by quarter). However, one of these offices has been at the opposite side of the building, and not together with the administrative office and the other faculty offices. Recently, we were able to move these faculty closer to the Department, which improves contact and student advising. Two full time professors share one office. To avoid too much conflict of space and student advising, their class schedules are on different modules: one TuTh (and night), the other MWF (and night and Concord Campus).

The other two full time professors each share their respective offices with part time lecturers. Again, we try to alternate teaching modules and times to avoid conflict. Although the part time lecturers do not “officially” advise students academically, they hold office hours for course-related advising, and they provide valuable career advising.

The CRJA faculty, both full time and part time, work very well together and have a strong cooperative relationship and intercommunication. We do not see the necessity for relegating all part time to just one office and keeping them separate from full time faculty. To the contrary: we feel the interaction is important for both groups as well as for the students. Part time faculty have extensive professional field experience and they can provide practical augmentation to the more theoretical-based full time faculty. This is not to say that the full time faculty do not have professional field experience. But most do not have the extensive experience (with the exception of the two forensic science faculty) the part time faculty have (and several part time faculty are still active in their professions).

There is also the need to correlate course content to maintain and strengthen the curriculum. For example, the full time faculty who is now teaching Advanced Investigation shares an office with a part time lecturer who teaches (among other courses) Basic Investigation and Sex Crimes Investigation. These two faculty work together on their courses to provide students with the best instruction, and are developing very creative projects together.

RECOMMENDATION: Faculty and Staff in the Department should be provided with state-of-the-art computers.

For the most part, this has been an improvement. New faculty (the past couple of years) are now provided with new computers rather than “trickle down” from the student computer labs. It does take additional funds from the Department, however, if the faculty uses a computer other than that routinely provided (such as needing a Mac rather than a PC). There also has been IT support for upgrading computers. Perhaps this is because the University is modifying its technology and is encouraging on-line classes.
We do still have just one computer for all part-time faculty in one of the offices and another single computer for the other office used by several part-time faculty. Further, the faculty need improves printers and copiers.

**RECOMMENDATION:** The Chair of the Department, in consultation with the faculty, should be authorized to make salary recommendations on new hires to the Dean and Provost.

Traditionally the Department has only minimal input into salary compensation. Most often, the College has undercut our proposed salary compensation and step appointment for candidates. This continues to be an obstacle to recruiting qualified candidates. The policy continues that we are only able to hire at entry level, regardless of qualifications, rather than “open rank” depending on qualifications. Candidates have commented on the high teaching load and low salaries.

We are very fortunate to have the excellent full time faculty that we do have and they are by no means considered “lesser quality.” In fact, the most recent hire is one of the foremost Forensic Scientists in the country and is recognized world wide. But the fact remains that our hires have been faculty who already live in the Bay Area or who wanted to move here for other (family) reasons.

**Summary:**

Dr. Fong closed this section on Faculty Recruitment with the following comment:

“Considering the high cost-of-living in the Hayward area, compounded by the working conditions in the Department after years of neglect, this [entry-level assistant professor salary] is hardly a salary that will raise the eyebrows of even the most eager but inexperienced new Ph.D.s” (p. 16 of review)

Although the department currently has not been authorized to recruit for tenure track faculty, attached are the recruitment announcements from the last search for both the “Law Enforcement Option” position and the “Forensic Science” position. We were successful in hiring for the Forensic Science position but the search for the Law Enforcement Option position was not successful and was not continued to the current academic year. It is the intention of the Department to request a search for 2009-2010 for the Law Enforcement Option position. In fact, we will be requesting more than one position.

Also attached is the current announcement for the part-time pool of lecturers. In addition to the present valuable part-time lecturers, we are receiving new inquiries and will consider these candidates for future pools.
Plan of Assessment

Due to limited faculty availability and lack of technological ability and support, the planning and implementation of an assessment project has been limited. Although the faculty submitted ideas and assessment questions, there has not been support for the implementation. With limited resources and weighty instruction demands, we can only accomplish this goal within the means that are available to us.

The Department does assess student and program performance, however, using systematic student/faculty evaluations. In the past, we also had used a graduating senior exit questionnaire, and periodic surveys of alumni. However, these have not been continued in the past few years due to lack of time and staff. More generally, we conduct structured assessment of instructor course requirements and student learning and performance outcomes. However, with the changes in the administrative support for the Department, we have not followed up with the graduating senior exit questionnaires or the periodic surveys of alumni.
Critical Thinking Rubric

<table>
<thead>
<tr>
<th>Exemplary 90% +</th>
<th>Good 80% +</th>
<th>Average 70% +</th>
<th>Below Expectation Poor &lt; 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cogently summarizes and defines multiple perspectives</td>
<td>Summarizes, defines multiple perspectives, yet needs more detail</td>
<td>Lists multiple perspectives but provides evidence of superficial knowledge</td>
<td>Does not show ability to adequately define basic concepts or perspectives</td>
</tr>
<tr>
<td>Critically compares and applies various theoretical perspectives</td>
<td>Critically compares and applies various theoretical perspectives but needs more detail</td>
<td>Provides some comparison of perspectives, but does not show application of the perspectives</td>
<td>Provides no comparison and no application of theories / perspectives</td>
</tr>
<tr>
<td>Uses one or more theories to support / argue a point</td>
<td>Uses one or more theories to support / argue a point but needs to describe how the evidence supports the claims in greater detail</td>
<td>Uses little support to substantiate claims and strong reliance on sources</td>
<td>No support is provided to substantiate claims</td>
</tr>
<tr>
<td>Supports claims with appropriate relevant examples</td>
<td>Supports claims with few appropriate relevant examples</td>
<td>Uses inappropriate examples to explain or support ideas</td>
<td>Use no examples to explain concepts</td>
</tr>
<tr>
<td>Supports claims with the use of appropriate, and relevant scholarly sources and has strong command of APA method of citation. Demonstrates and understanding of the value of locating relevant scholarly research.</td>
<td>Some related scholarly sources are used and cited using APA method of citation. Demonstrates some ability in locating appropriate research materials.</td>
<td>Few academic sources are consulted to support claims. Demonstrates a lack of knowledge of APA method of citation or lack of content-relevant scholarly materials.</td>
<td>No scholarly sources have been utilized or citations are missing throughout the assignment. Does not demonstrate an understanding of how scholarly research supports and enhances the work.</td>
</tr>
</tbody>
</table>

Since an important goal of assessment is to "enhance curriculum and teaching," as well as student performance, we believe that our very small faculty is qualified to assess and filter the available literature on assessment, and to determine its applicability in a comparatively unique (e.g., faculty and SFTR, number of majors and minimal resources, etc.) and increasingly isolated program in the University with respect to resource allocations.

We do recognize, however, that assessment is a component of the University, College and Department goals. Any good assessment plan should take into account both qualitative and quantitative factors, and thus should be open to an ongoing evaluation process.
In Fall 2008, the Department prepared a Draft Critical Thinking rubric to be pilot tested in two core courses: Restorative Justice and Crime Theory (both upper division courses). The Draft Rubric for Critical Thinking is included below. The results of this pilot test are not yet available but it is anticipated that this will be one of a number of assessment instruments to evaluate the students and the program.

The Department has developed a comprehensive assessment plan but is limited in the ability to implement the plan for all the criteria. The intent is to gradually add criteria as time and resources allow. The intent was to have an assessment tool managed on-line but we have not been able to do that yet.

The Department has discussed the possibility of a capstone course in the senior year for assessment, as mentioned in the last review. However, with 400 majors and only five faculty, the ability to manage this is not possible with the limited resources. In addition, the Department continues to struggle to offer sufficient number of courses required for students to graduate. A capstone course would further reduce the offerings for students.

Part I—Mission Statement, Vision Statement and Program Goals/Objectives/Strategies
Part II—Learning Outcomes and Assessment Tools
Part III—What Has Been Learned and Our Next Steps

Part I

Criminal Justice Administration
Mission Statement, Vision Statement and Program Goals/Objectives/Strategies

The Bachelor of Science degree in Criminal Justice Administration is designed to empower students as critical thinkers, effective oral communicators, and competent writers in subject matters of crime and justice, to include (1) the nature, extent, and causation of crime; (2) the role of criminal law in the regulation of human conduct; (3) the philosophy, theory, policies, practices, processes, and reform of American police agencies at the federal, state, and local levels; (4) the philosophy, theory, policies, practices, processes, and reform of American courts at the federal, state and local levels; (5) the philosophy, theory, policies, practices, processes, and reform of American correctional institutions at the federal, state, and local levels; and (6) the skills and methods in criminal justice research. Graduates who have acquired these skills and knowledge and have been exposed to other relevant topics such as juvenile delinquency, the role of women in the justice process, ethical concerns for criminal justice practitioners, understanding of and appreciation for cultural and ethnic diversity, the connections between drugs and crime, and the dynamics of gangs and violence, are prepared for graduate study, law school, and challenging careers in the field of criminal justice.
Students graduated from the Criminal Justice Program should be able to demonstrate the skills and knowledge as stated in the following nine goals.

· Goal 1: Critical Thinking- Being able to analyze and discuss issues of crime and justice from different perspectives that reflect logical, critical and independent thinking.

· Goal 2: Oral Communication- Being able to intelligently convey, present, and discuss ideas and issues in one-on-one or group situations.

· Goal 3: Written Communication- Being able to write effectively following appropriate writing styles as commonly practiced in the social sciences.

· Goal 4: Theory of Crime- To understand the nature, extent, and causation of crime.

· Goal 5: Law and Society- Being able to explain the role of criminal law in the regulation of human conduct and maintenance of stability in society.

· Goal 6: Understanding the Police- Being able to describe the philosophy, theory, processes, and reform of American, police agencies at the federal, state, and local levels.

· Goal 7: Understanding Criminal Adjudication- Being able to explain the philosophy, theory, processes, and reform of American courts at the federal, state, and local levels.

· Goal 8: Understanding Crime and Punishment- Being able to explain the philosophy, processes, and reform of American correctional institutions at the federal, state, and local levels.

· Goal 9: Research and Statistics- Being able to utilize knowledge in research methods and statistical applications to promote an understanding of criminal behavior and assess the effectiveness of criminal justice policies.
In order to meet future needs, the Department is continually assessing program objectives and course offerings. The following materials are reviewed and incorporated into planning courses in the Department and for the future direction of the major.

The success of the plans and goals of the Department is assessed using **STUDENT/FACULTY EVALUATIONS**—(conducted every quarter). Student evaluations, including written responses as well as the "bubble forms," are conducted for each class. Faculty use responses to assess and possibly modify courses. The evaluation responses are a valuable tool for the Department Chair in providing counsel and guidance to part-time and tenure-track faculty.

**Alumni and professionals provide continual feedback.** **ALUMNI SURVEYS**—The Department keeps in contact with alumni by maintaining an alumni bulletin board. Alumni return to give presentations to classes and also return to teach in the Department. They participate in panel discussions at Criminal Justice Club meetings and do recruiting for their agencies. The Department had conducted periodically a formal survey of alumni to determine how they are using their education, what careers they are involved in, and their interests in further education. However, this has not been done in the past few years. Alumni also contact the Department regularly to advise of their hiring, promotions, and openings for internships as well as providing informal feedback regarding working in the criminal justice field. The Department is increasing the contact and communications with students and alumni on-line with Facebook.

**AGENCY SURVEYS**—The Department keeps in contact virtually daily with local, state, and federal agencies, both in the public and private sectors, to assess its goals in light of the needs of the professional community.

**GRADUATING SENIOR EXIT QUESTIONNAIRE**—The Department had developed a questionnaire that is given to our majors at the time of filing for graduation that solicits their input on the reason they chose the criminal justice discipline, what their most positive experiences were within the program, and how they intend to use their degree in the future. It is also used extensively for future planning. But this has not been done in the past few years.

**WRITING AND ORAL COMPETENCIES**—There is a heavy emphasis on essay exams and term papers. Written assignments and essay exams help faculty learn more in assessment of how students assimilate and present material than would use of objective exams.

All Criminal Justice Administration courses require extensive writing in the form of short reports, term papers, and essay exams (even Internships require an average of 10-12 page
papers in addition to the work experience). The faculty is committed to a high standard of writing and communication skills for the students.

Various courses require critical thinking (e.g. comparing and contrasting theories and issues; series of logic problems as pertaining to evaluation and interpretation of information; research projects); require comparisons between law and scientific reasoning (e.g. logic, method, objectivity, inductive and deductive hypotheses of development and testing); unanimity of juries and reliability of scientific findings; ask students to argue both (or multiple) sides of issues; analysis of moral dilemmas.

Quantitative reasoning is required in CRJA 3200 - Research Methods in Criminal Justice, which is a required course for all majors. CRJA 3800 - Comparative Evidence and its Evaluation also requires quantitative measurements and calculations, and subsequent interpretation of data.

Creativity is required by descriptive writing assignments, mock trials, debates, group projects, panel discussions, journals, etc. in most courses.

Our upper division courses (as well as some of the lower division courses) require written exams and tasks. CRJA 2100 - Elementary Criminal Law and CRJA 3700 - Ethics and Justice Administration use law and ethics as frameworks for critical thinking. CRJA 3800 - Comparative Evidence and its Evaluation has major components not only requiring writing (assignments, essay, exams) but critical thinking, quantitative reasoning and logic analysis. CRJA 3200 - Research Methods in Criminal Justice requires quantitative assessments. The Department requires a probability statistics course of all our majors, which is a prerequisite for Research Methods. Exams are primarily a mixture with essay questions. Independent Studies and Internships must write 10-12 pages for a term paper. The nature of most courses requires assignments, projects, essay exams and term papers. Written assignments have spelling and grammar as a component.

As mentioned in the previous section, the faculty developed a rubric to assess the “Critical Thinking” component of the Assessment Plan. This was tested in two courses in Fall 2008 (CRJA 4127 Crime Theory and CRJA 4730 Restorative Justice). The data have not yet been analyzed or evaluated. It is anticipated that this will be tested in subsequent quarters and in additional classes to generate data for evaluation.
Part III
What Has Been Learned and Our Next Steps

The Criminal Justice Department has made progress in curriculum development and increased the number of majors, in spite of lack of resources for faculty and staff. Whereas we should be at seven tenure track faculty, we remain at five for the reasons previously stated. Given the current economic climate, it is unlikely that the Department’s requests to search for additional faculty will be granted. We will, however keep requesting additional faculty, and to be able to hire several from one search. We also will request more flexibility on hiring level and salary.

The Department’s priorities continue to be curriculum development, student retention and faculty recruitment and retention. We have added course sections primarily with part time lecturers and will continue to add sections to facilitate student graduation. The tenure track faculty will continue to develop new courses to meet the needs of the students and keep current with contemporary issues. Faculty assigned time should be granted for curriculum development; however, this also is unlikely. In the past, faculty received assigned time and/or stipends to develop “Freshman Clusters.” The CRJA 1100 Cluster was developed by Criminal Justice faculty without time or money. Additional courses are being developed, again without additional time or money.

The success of the program is further measured by the fact that CSUEB Criminal Justice graduates are being hired by local agencies of law enforcement, probation, parole; law firms, district attorney's offices, private investigation and fraud investigation agencies; state and federal corrections, and federal agencies, including the Secret Service and Federal Bureau of Investigation. In this era of tight/declining job market, Criminal Justice fields are attractive to students seeking careers.

The Department maintains an "Alumni Board" for photos and business cards of graduates, which is an encouragement and resource for majors. Likewise, there is a steady stream of in-service professionals returning to complete their Criminal Justice Bachelor’s degree for professional advancement and career development, which helps provide a networking system and role-models/mentors for majors.

The Department of Criminal Justice Administration continues to be strong and growing, meeting and exceeding the ambitious mission statement of the University, the goals of CLASS and the internal goals of the Department. It brings recognition to CSUEB from within the public and professional community and provides professional careers for its graduates.

Many courses involve students in community-based projects that not only expose students to local agencies working with at-risk youth, but also engage the students in the learning process. Students repeatedly participate in the McCullum Youth Court and the San Quentin Guide Project.
Table 1: Retention

Table 1: shows the major retention rate for Fall 1998 through Fall 2001. The data reflect a high retention rate for student majors in the study period. A Fall 1998 enrollment of 373 students and a 224 Summer 2001 figure of continuing students to graduation indicates a student retention rate of sixty percent (60%).

Note: This table was included in the previous Review. However, we were unable to locate this data in the new PeopleSoft Data Program and are unsure where to find it. Attempts to obtain this data from a variety of sources have been unsuccessful.

It is likely that the retention rate for 2003-2007 would be comparable or greater, given the increase in enrollments and degrees granted (see Table 2). Also, the Department has increased course offerings to facilitate time to graduation.

Table 2: Criminal Justice Majors and Degrees Awarded

Table 2: shows that whereas the number of majors declined in the last five-year period, the number of Criminal Justice majors and degrees has been steadily increasing this review period. In Fall 2007 CRJA ranked 6-7th campus-wide (credential and nursing not included) and 2nd in CLASS in number of majors (essentially tied with Sociology). This is the same position in CLASS as the last review period with only Liberal Studies having a higher number of majors. Additionally, the program remains among the highest on campus in the number of

<table>
<thead>
<tr>
<th>Classification</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (undergraduate)</td>
<td>297</td>
<td>296</td>
<td>372</td>
<td>387</td>
<td>385</td>
<td>375</td>
</tr>
<tr>
<td>Degrees Granted</td>
<td>104</td>
<td>81</td>
<td>87</td>
<td>106</td>
<td>122</td>
<td>119</td>
</tr>
</tbody>
</table>
degrees granted. In CLASS, only Liberal Studies (210) and Sociology (slightly more with 126) had greater numbers of degrees granted in 2007.

It should be noted that the data for number of majors is based on a “snapshot” of the Fall Quarter and the number of declared majors who are taking classes that quarter. Many CRJA majors do not necessarily take courses every quarter, but work around jobs and family and take courses when they can. Other data sources (we obtained a list of all declared majors) show CRJA majors/minors number 587, with about 40 being declared minors. These majors take courses and are in need of advising. Also not included in these data are the over 40 Forensic Science Option majors in Biology and Chemistry. These majors are counted under the college of Science although they take CRJA courses and the two Forensic Science advisors are in Criminal Justice.

Further, note that the Fall 2007 data include 925 Undeclared majors. In CRJA, we know some students wait almost until filing for graduation to officially declare their major.

**Table 3: Courses and Sections Taught/Average Section Size**

<table>
<thead>
<tr>
<th>NUMBER OF COURSES AND SECTIONS TAUGHT /AVERAGE SECTION SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL QUARTER</td>
</tr>
<tr>
<td>COUNCILS</td>
</tr>
<tr>
<td>Lower Division</td>
</tr>
<tr>
<td>2002</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>SECTIONS</td>
</tr>
<tr>
<td>Number of Sections Offered-Undergraduate</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>Lower Division</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>AVERAGE SECTION SIZE</td>
</tr>
<tr>
<td>Lower Division</td>
</tr>
<tr>
<td>37</td>
</tr>
<tr>
<td>Upper Division</td>
</tr>
<tr>
<td>39.3</td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>38.15</td>
</tr>
<tr>
<td>SECTION ENR</td>
</tr>
<tr>
<td>Lower Division</td>
</tr>
<tr>
<td>148</td>
</tr>
<tr>
<td>Upper Division</td>
</tr>
<tr>
<td>393</td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>541</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>541</td>
</tr>
</tbody>
</table>

*Numbers do not include CRJA 3898, 4128 or 4900

**Table 3:** shows that, in spite of the continuing decrease in resources, the Department course offerings and enrollment patterns has steadily increases. The total number of section offerings in 2002 was 14, then decreased to 12 in 2003 and 2004. The course offerings reached a low of 12 in 2003 and 2004 as well. This was comparable to 1998-2000 during the
last review period. During 2003-2004, the part-time allocations were cut and the two senior full time faculty retired. The sections then increased to 14, 17 and 17 respectively in 2005, 2006 and 2007, reflecting the demand of the students for sufficient (barely) courses to graduate. The ability of the Department to increase the part-time faculty has helped increase the number of sections, particularly upper division.

The number of courses has remained fairly constant with a slight increase in 2006 and 2007 to a total of 15. We added new courses: 4730 (Corrections Option), 4830 (Forensic Science Option) and 1100 (Freshmen Cluster-GE).

The average section size, though, has steadily increases, peaking at 49.13 in 2004. In 2007, it was still at 41.33, which is still too high. This occurred after a slight decline during the past report period to 32.3 in 2001. The Section ENR has also climbed steadily: 2001 was 517, 2007 not 688.

Table 4: FTES, FTEF, SFR

See Attachments A.3 thru A.6
Table 4: shows a continuing steady state pattern of faculty staffing and generated FTES. The faculty allocation has remained essentially the same in the study period. In 2003 it was 4.70 in 2004-5 it was 4.00. In 2006 it was 5.00. However, both lower division and upper division student faculty ratios have increased. Undergraduate SFR in 2003 was 39.51 and in 2006, 41.55. Yet, 2007 shows a significant decrease for Lower Division to 32.02. This does not make sense, neither does the SFR for Part-time faculty showing a drop from 50.13 in 2006 to 25.07 in 2007. The Department FTES increased 28.6% from 2003-2007 and the University’s undergraduate FTES increased 2.3% (from 8854.49 to 9062.20).

Table 5: Full-Time and Part-Time Criminal Justice Faculty

See attachments A.3 and A.7
Table 5: is self-explanatory. However, this is also just a snapshot. The CRJA Department typically has female lecturers every quarters and this is not reflected in the table.

Table 6: Criminal Justice Faculty-Ethnicity
See attachments A.3 and A.7

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Nat Am</th>
<th>White</th>
<th>Total</th>
<th>Minority Total/%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure Track</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>20%</td>
</tr>
</tbody>
</table>

|                  |       |       |          |        |       |       |                  |
| **Part Time**    |       |       |          |        |       |       |                  |
| Fall 2002        | 1     | 1     | 0        | 0      | 2     | 4     | 50%              |
| Fall 2003        | 1     | 0     | 0        | 0      | 0     | 1     | 100%             |
| Fall 2004        | 1     | 0     | 0        | 0      | 0     | 1     | 100%             |
| Fall 2005        | 1     | 0     | 0        | 0      | 2     | 3     | 33%              |
| Fall 2006        | 1     | 0     | 0        | 0      | 2     | 3     | 33%              |
| Fall 2007        | 1     | 0     | 0        | 0      | 1     | 2     | 50%              |

Table 6: identifies Criminal Justice Administration faculty ethnicity and is self-explanatory. However, the belief of the Department is that, as much as possible, its faculty should try and represent the ethnic and gender diversity goals of the University. This diversity extends as well to professional experience and the capacity of faculty to provide a well-balance educational base for a diverse student body. Accordingly, notwithstanding the comparatively small faculty allocation in the period, the Department has remained sensitive to maintaining diversity in its recruiting of full-time and part-time faculty. Tenure/tenure-track faculty are 80% female. Part-time faculty include female, Asian/Middle Eastern and African American. Their professional contributions are from Criminology, Juvenile Justice, Delinquency, Corrections, Probation/Parole, Forensic Science/Criminalistics, Law Enforcement and research.
Table 7: **Criminal Justice Students-Stats** Entered below from Attachments A.7 – A.9

<table>
<thead>
<tr>
<th>TOTAL STUDENTS FALL 2007-STATS</th>
<th>Undergrads</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>216</td>
<td>58</td>
</tr>
<tr>
<td>Male</td>
<td>159</td>
<td>42</td>
</tr>
</tbody>
</table>

**ETHNICITY**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Undergrads</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>Black</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>99</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>66</td>
<td>18</td>
</tr>
<tr>
<td>Total Known</td>
<td>375</td>
<td>100</td>
</tr>
</tbody>
</table>

**GRADE POINT AVERAGE** (excludes students who are new in Fall 2007)

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Undergrads</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean GPA</td>
<td>2.77</td>
<td></td>
</tr>
<tr>
<td>2.77 and up</td>
<td>162</td>
<td>43</td>
</tr>
<tr>
<td>2.76 and low</td>
<td>159</td>
<td>42</td>
</tr>
<tr>
<td>No GPA</td>
<td>54</td>
<td>14</td>
</tr>
</tbody>
</table>

Minimum 2.00 for undergraduate

**STUDENT AGE/ORIGIN OF STUDENTS**

<table>
<thead>
<tr>
<th>Age/Origin</th>
<th>Undergrads</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Native (enrolled at CSUEB as a First Time Freshmen)</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>Transfer</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td>Returning Transfer</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Continuing</td>
<td>254</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 7:** shows important demographics of majors and student performance. The demographics are self-explanatory and, like the Department faculty, they show a distribution of ethnic groups. The diversity of students and faculty represents the diversity of the University. The table also shows an average Department Mean GPA of 2.77, a slight increase from the last reporting period (2.68). Alone the Mean 2.77 GPA does not reflect the high demands and rigor required to complete the major. Several majors have scholarships and are members of the Golden Key Honor Society, the University Honors Program, and graduate with honors each year.
Table 8: Comparison of Criminal Justice Undergraduate Majors’ Demographics with University-wide Majors – Fall 2007
Attachments A.7 & A.10

<table>
<thead>
<tr>
<th>FALL 2007-UNDERGRADUATES</th>
<th>Criminal Justice Majors</th>
<th>University-Wide Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>75</td>
<td>2,666</td>
</tr>
<tr>
<td>Black</td>
<td>55</td>
<td>1,209</td>
</tr>
<tr>
<td>Hispanic</td>
<td>76</td>
<td>1,321</td>
</tr>
<tr>
<td>White</td>
<td>99</td>
<td>2,210</td>
</tr>
<tr>
<td>Male</td>
<td>159</td>
<td>3,761</td>
</tr>
<tr>
<td>Female</td>
<td>216</td>
<td>5,849</td>
</tr>
</tbody>
</table>

Table 8: compares Criminal Justice Majors with University Majors. The data are self-explanatory and show the Department of Criminal Justice Administration to be one of the most diverse departments within the University and the College. Student and faculty diversity represents the diversity goals of the University and the service community. Overall, the Department's majors and minors reflect the general diversity of the University at this time – 73.6% minorities, compared 70% for the University.

Although the Asian student population in Criminal Justice is somewhat below the University-wide representation (20% to 28.9%), it has been steadily increasing over the past 5 years. Because of longstanding cultural and professional traditions, this group has generally favored academic programs other than criminal justice. Through the Department's advising and outreach, more Asian majors are being attracted to the program.

Women also have been under-represented in Criminal Justice Administration in the past. More recently however their numbers have increased (now 58%) and they now exceed the male representation in the major (42%). This is due largely to the fact that more professional and academic opportunities are being made available, and (unfortunately) because women now participate more in criminal events. The Department has encouraged women to pursue the major and careers through workshops, panel discussions and by having professional women as guest speakers. The Department also encourages the use of part-time women faculty, and, currently, there are four female tenure track faculty and one male! The Department also created a course CRJA 4125 Women in Criminal Justice, that is an elective for the majors and also a GE course for non-majors (Culture Groups/Women).

Informed citizenship is at the heart of justice administration. Courses emphasize the role, function, and responsibility of citizens individually and collectively in society and as participants in justice administration. More generally, the field of Criminal Justice Administration, by its nature, is multicultural. All department courses emphasize and analyze this perspective. Several courses related to cultural diversity are required. CRJA 2500 - Police Community Relations, CRJA 4700 - Community Based Corrections, CRJA 4730 Restorative Justice, and CRJA 4125 - Women In Criminal Justice, CRJA 3700 Ethics in Justice
Administration, each emphasize cross-cultural parallels, as do elective courses from other departments.

Students preparing to work in the criminal justice field must be prepared to work with a diverse populace with an expansive list of needs. To meet this need, the faculty incorporate various aspects of multiculturalism into each course by generating discussions on the need for TDD services that address the needs of hearing impaired victims, awareness regarding cultural difference in behavior (i.e. not looking at an authority figure with direct eye contact), and communication styles that differ by culture (i.e. proximity in standing or hand gesturing when speaking). While the department does not currently have a course that specifically addresses issues of multiculturalism, the CRJA department does have a specific course to focus on the various issues related to gender and the criminal justice system (CRJA 4125 Women in Criminal Justice). A newly created course, CRJA 4710 Drugs, Laws and Society also specifically looks at the policy issues involving gender, race and youth. Additionally, the faculty feels it is more important to cover issues related to multiculturalism within the context of multiple courses as opposed to solely having the issues covered in one course.

The Department integrates multiculturalism, ethics and informed citizenship, and international perspectives into its curriculum in the following manner:

- The nature of the major and subject matter of courses reflect all of the above
- Classrooms are a mirror of multiculturalism
- Use of videos, guest speakers, etc.
- Require a course in ethics of all our majors
- Teach a required law course and many of our students take law electives
- Courses on gender based crimes
- Require research papers that take students into agencies to interview law enforcement and corrections personnel
- Consultation with groups and businesses, such as UPS Corporation, on company ethics package for employee training
- Selected books and videos pertaining to multiculturalism, ethics, citizenship and international issues in criminal justice courses
- Courses are being reviewed to include greater focus on cultural, ethnic and gender issues. Even though texts often neglect these perspectives, faculty augment materials to include them
The field of criminal justice administration, by its nature, is multicultural and courses and advising encourage and expand on this issue. Courses specifically related to multiculturalism are either required or recommended as electives (e.g. Sociology of Minority Groups, Ethnic Studies Special Topics in Ethnic Studies, etc.). Courses such as CRJA 4700-Community Based Corrections and CRJA 4125-Women In Criminal Justice draw cross-cultural parallels.

CRJA 3700-Ethics and Justice Administration is a required course for all majors and minors in Criminal Justice Administration (very few other departments require ethics); the ethics course (now accepted for GE Area E: Lifelong Understanding) incorporates not only ethical issues as they pertain to criminal justice fields and related topics, but as they relate to daily life and to other cultures.

Informed citizenship is at the heart of justice administration with every citizen being a part of the system. Courses emphasize the role, function, and responsibility of citizens individually and collectively in society and justice administration. Several CRJA courses have implemented a strong community engagement element in order to promote more “real-life” experience for student learning while also promoting student engagement in the community. As an example, the students enrolled in the CRJA 4730 and CRJA 4700 courses have participated in collaborations with the McCullum Youth Court in Oakland in various projects. This not only enhances the academic learning that takes place in the classroom but also contributes to a more informed and engaged citizenry.

International issues are discussed in the major courses, including comparison of the U.S. system of justice with that of other nations. Currently, electives are suggested related to international history and culture. Faculty have been invited as professional delegates to international symposia, without resources. The Department would like to develop a course in comparative justice system and expand this area to a Masters Program option.

Criminal Justice in the CSU and Other Universities

California State University, East Bay offers a Bachelor of Science Degree in Criminal Justice Administration. Students must select from the following two options: Option A: Law Enforcement and Administration, and Option B: Corrections. In addition they must complete both lower division and upper division requirements and upper division core courses. Both Option A and Option B students must also choose 12 units of elective coursework, selecting from courses in specialized study areas: Area 1: Criminal Justice System; Area 2: Offender Treatment/Reform; Area 3: Legal Aspects; Area 4: Social and Cultural Perspectives and Area 5: Internship. After the last Review, these four areas listed specific courses and students were required to select their electives from just one area. However, this was not successful and now students can select courses from any area. The area listings are now a “guide” rather than being required.

There are currently 13 other California State University campuses offering a criminal justice degree program. We did not include such colleges as University of Phoenix, or on-line only colleges.
### Table: Criminal Justice Departments’ Faculty, Number of Course Offerings and Units

<table>
<thead>
<tr>
<th>CSU</th>
<th>MAJORS</th>
<th>FACULTY FULL-TIME</th>
<th>FACULTY PART-TIME</th>
<th>UNITS TO COMPLETE MAJOR</th>
<th>FALL 2008 COURSE OFFERINGS</th>
<th>GRADUATE PROGRAM</th>
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<tr>
<td>CSUEB-QRT</td>
<td>537</td>
<td>5</td>
<td>3+</td>
<td>78</td>
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<tr>
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<td>12-13</td>
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<td>420</td>
<td>11</td>
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<td>54-62</td>
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</table>

Information gathered November 2008

Notes:

**Bakersfield:** Numbers include Bakersfield campus and branch campus in Lancaster. (*plus a minor of 20 quarter units).

The above table of 13 CSU criminal justice departments’ faculty, number of course offerings and units, shows several differences and a few similarities exist among programs. Each contains a minor and most have graduate programs. The exceptions to the latter are East Bay, Bakersfield, Fullerton, San Francisco and Sonoma.

The number of full time faculty at most campuses has increased since the last reporting period. Those that have shown a decrease are among those with the highest faculty (Sacramento was at 29 and is now at 25, San Bernardino had 11 and now has 10). Most have increased enrollments significantly. Most campuses have increased faculty, with the exception of CSUEB, Bakersfield (from 6 to 5 but has 12-13 part time), there is a correlation between number of faculty and number of courses and sections offered.

CSUEB has the lowest number of course offerings for Fall 2008 of any of the campuses, a clear reflection of the low number of faculty.

The number of units required in the major is a bit misleading. CSUEB requires 78 quarter units for the major (one of the highest in CLASS). Los Angeles required 88 quarter units. Fresno and San Diego are listed at 120 semester units but this does not make sense for the major since 120 units is the total semester for a BA degree on the semester system.
Achievements of the Program Since the Last Review

A. Curriculum

Since our last program review, the Criminal Justice Department has revised the Bachelor of Science in Criminal Justice Administration and the Criminal Justice faculty has sustained a high level of professional productivity. (Please see Attachment A.4)

In keeping with Departmental, CLASS and University goals, majors/minors are required to take courses in Social Science, Political Science, Psychology, Statistics, thus supplying students for those departments. The Communications required course in the Corrections Option was dropped and replaced with a Criminal Justice Course. Electives include courses in these disciplines as well as in Accounting, Anthropology, Business, Computer Science, Biology/Chemistry, Ethnic Studies, Modern Languages, Philosophy, and Public Administration. To further align with the CLASS goals of improving G.E., four Criminal Justice courses had been approved for General Education: CRJA 2100-Elementary Criminal Law and CRJA 2500-Administration of Justice for Social Science (Area D1-3), CRJA 3700-Ethics and Justice Administration for Life Long Understanding (Area E), and CRJA 4125-Women in Criminal Justice for Social Sciences Continuation Requirements; and Cultural Groups/Women (Area D4). These provide students in other departments the opportunity to be exposed to criminal justice administration, a subject that permeates society and impacts the life of every individual. Since the last Review and after evaluating the GE courses, it was decided not to renew GE approval for CRJA 2100 Criminal Law or CRJA 3700, Ethics and Justice Administration. In particular, the upper division 3700 course focuses on ethics in Criminal Justice issues and it was found that it was too difficult for non-CRJA students who did not have a foundation in Criminal Justice.

The Department added CRJA 1100 Behind Bars: Incarceration and Creative Alternatives as a course in the Social Science Freshman Cluster, along with two courses in Theater and Dance.

These not only achieve the objectives of the Department of Criminal Justice by providing a broad general education foundation for majors/minors, but they also fulfill ALSS goals of programs expanding beyond the boundaries of the Department.

Description of Criminal Justice courses listed above that were approved for General Education requirements for non-Criminal Justice majors. Although no longer GE courses, 2100 and 3700 are listed since many students under former catalogs continue to take these courses for GE:

CRJA 2100-Elementary Criminal Law is approved for the Social Science Area D1-3. This is a crucial course to acquaint students with the fundamental principles, methodologies, theoretical problems and applications of society's rules of order on which laws are based. This is a subject of importance for all citizens regardless of
major or career; it is fundamental to human behavior in social environments and social interactions. This was deleted from GE.

**CRJA 2500-Administration of Justice** was approved for the Social Science Area D1-3, acquaints students with the basic principles, theoretical problems and applications of the social interactions which impact, and are impacted by, the criminal justice system. Whether an individual or group at some time is a victim, a witness, makes a decision to report or not report an event, decides to pursue a career in this field, or even votes on a bond or legislative issue pertaining to this field, every citizen is a part of the criminal justice system and some way interacts with, or is impacted by, the system. The course presents an historical and philosophical overview of justice administration in the United States as well as provides some comparison of other justice systems.

**CRJA 3700-Ethics and Justice Administration** was approved for the Lifelong Understanding Area E. Students examine theories and integrate knowledge and methods from various areas (humanities, social sciences) to address problems of ethical conduct for socialized individuals in daily life as well as in specific disciplines. The course requires a significant paper on an ethics topic related to criminal justice administration which demonstrates the integration of knowledge from Humanities and Social Sciences. This course provides the student not only with analysis of ethics on decision-making in justice organizations, but in personal and public life as well. This was deleted from GE.

**CRJA 4125-Women in Criminal Justice** was approved for the Social Sciences Continuation Requirements; and Cultural Groups/Women Area D4. This course covers women as victims, offenders and prisoners; gender sentencing differentials; women in criminal justice professions such as policing, corrections, and courts. The course applies methodologies and theories of the social sciences to the social issues of women in the American criminal justice system. Application of traditional male-models for law enforcement, prisons, criminal behavior, and professional careers in criminal justice is problematic for the study of women in these arenas. This course explores women’s roles, research on alternative models, and organizational mechanisms.

**CRJA 1100 Behind Bars: Incarceration and Creative Alternatives:** This course is part of a Freshman Cluster, along with two courses in the Department of Theater and Dance. It explores experiences of youth and women in prisons and jails, and creative alternatives to incarceration. The course addresses prison reform policies and alternative programs. It critically examines the role of race, gender and class in punishment.

Additional new courses:

Students can participate in Internships in Criminal Justice and earn Elective Credit by enrolling in **CRJA 4128-Internship in Criminal Justice**. This gives students a practical experience in a department-approved criminal justice agency (public or private). Academic assignments are integrated with volunteer or paid activities and students are required to write a
10-12 page paper. Before the creation of CRJA 4128 students who were involved in internships were handled under CRJA 4900- Independent Study. The Internship course is more accurate and meaningful for students and on their transcripts.

The CRJA 4126-Seminar in Criminal Justice Administration had topics such as the "Sentencing Seminar" and "Crime Solving Seminar" (in which students and criminal justice professionals examined specific issues and investigate "open" or unsolved felonies). Although offered several times successfully, it was dropped by the University after the course had not been offered for three years. Rather than re-implement this course, the Department (as all departments) has CRJA 3999 Special Topics in Criminal Justice that can serve the same purpose. This was used in Spring 2008 to offer a course in Forensic Psychology.

CRJA 4730- Restorative Justice
This course takes a critical look at how restorative justice responds to crime by holding offenders accountable for the harm committed, repairing harm caused to victims and the community, and promoting skills in offenders in efforts to prevent crime recurrence. Students examine RJ programs from around the world and examine the criminal justice system through a new lens rather than through the traditional lens of the imperfect criminal justice system.

CRJA 4830-Seminar in Forensic Research
This course was developed as part of a three-course Research Seminar Series with Biology and Chemistry, required for Forensic Science Option students. The seminar focuses on Criminal Justice aspects of forensic research. It examines current issues in forensic science based on scientific, legal and criminal justice concerns.

CRJA 4710-Drugs, Law and Society: Race, Gender and U.S. Drug Policy
This course explores current U.S. drug policy and its consequences, including mass incarceration. It includes historical drug scares, the “War on Drugs” and the repercussions. It examines drug treatment, decriminalization, race and gender issues.

B. Faculty Professional Achievements

All faculty in the Department of Criminal Justice Administration are very active in the University, professionally and in the community. The faculty is engaged in campus-related service as well as community outreach. Our departmental resources are already stretched thin and additional involvement would seriously compromise our ability to meet the teaching and research needs of our campus and students. Resources are not abundant for faculty development but the Department encourages courses, training, presentations, and publications; the Department Chair and fellow faculty not only encourage such activities but also are role models by setting examples with their own activities and by bringing faculty into projects. In fact, the faculty uses their own resources for travel and expenses for training and conferences, and to augment the Department’s video and computer reference library.

Faculty development and outreach are achieved by courses, seminars, conference presentations, publications in professional journals, and liaisons with local, regional, state, national and international venues. The Department has a high per capita
presentation/publication record. In addition, all faculty serve in advisory capacities and
consultancies at community colleges, commissions on juvenile justice, probation/parole and
corrections, courts, district attorney and public/private defenders, law enforcement, businesses,
and governments. All faculty are involved in research projects spanning subjects from
treatment of prisoners, affirmative action issues in criminal justice, and Drunk Driving, (DUI).
Full and part-time faculty are dedicated to quality education and blend their professional
expertise and advanced degrees to achieve this goal.

Incoming freshman, transfer students from community colleges and from other
universities or from other majors, and current students are encouraged by faculty to seek
advising throughout their academic and post-graduation careers. Faculty also are active on
boards and councils at local community colleges, which are the feeder colleges for the
program. Faculty and staff typically advise twenty to thirty students daily and has a load
of over 100 majors for advisement. This does not include new potential majors or those
returning after a number years of absence.

The faculty and secretary have developed a career notebook that is a valuable resource
for students to locate hundreds of positions in private, public, local, state, regional, and federal
agencies. In addition, current career listings are posted on a Career/Job bulletin board outside
the Criminal Justice Department Office. Faculty also provide contacts as a result of their
personal and professional resources as well as internship opportunities which give them
practical experience for potential careers.

Post-graduation plans and advising for students also include continuing education and
recommendations for graduate schools, and serving as "outside faculty" on dissertation
committees. Currently, students interested in graduate studies are not able to continue at
CSUEB in Criminal Justice since a Master’s degree program is not available to them. However, faculty recommend the CSUEB Public Administration Master’s Program to their
majors.

All Department faculty (including part time lecturers who do not have advising
responsibilities) and the secretary are available for advising, counseling, and assistance beyond
regularly scheduled office hours. Estimates of advising (in addition to class work assistance)
are that over 100 students per week seed academic/career advising. A substantial number of
phone calls, emails, and drop-ins of non-majors, new-transfers and returning majors are also
fielded.

Faculty use technology, computers, library, reference services, videos, interactive
learning tools in courses, foster active participation in public life (for example, through
volunteer work and internships). Approximately 5-10 students per quarter participate in
volunteer/internship positions.

The Department is sensitive to student needs and offers a varied schedule of courses
during the day and evening, in addition to evening classes and at the Contra Costa Campus.
The Department fosters excellence in instruction, stimulates interactions among students, alumni, faculty and staff, and employers, and integrates knowledge with application to practical problems and situations.

The lack of tenure track faculty and inability to increase faculty in the Department, as illustrated in the Institutional Research and Assessment data, remains the most significant inhibitor to delivering the major, shortening time to graduation, increasing numbers of majors, and trying to begin a Masters Degree Program. The number of tenure track faculty has not improved. In 2004, the two senior faculty retired (did not FERP). The search in progress at that time resulted in one Assistant Professor; and the tenured faculty member who had been assigned two thirds time to the Directorship of Liberal Studies returned to Criminal Justice in 2004, and was elected Chair. This resulted in four tenure track faculty with 3.56 time for teaching and advising. The Chair has .44 assigned time and .56 teaching time, one of the highest teaching loads for chairs in the college.

In 2004-2005, a search for another tenure track position was conducted. However, this did not result in a hire (please see discussion under “Staff”). The search was continued and the Department was able to hire a newly graduated assistant professor beginning Fall 2006. This brought the total faculty to its current level of five. During this time, the number of majors increased, with 384 by Fall 2006.

The ability of the tenure track faculty to advise students and carry out the responsibilities of numerous committees at the department, college and university levels is negatively impacted. The university is increasing the demands for faculty to participate at events, recruiting, outreach, etc., and the faculty are being pressured and stretched beyond their limits. These increased demands severely impact the time needed for junior faculty to conduct their research, present papers at professional conferences, and publish their works.

The process for determining which departments are granted tenure track searches has been anything but uniform and logical. No attention has been given to past 5-year reviews. Mostly, it has been more “lottery-style” and a popularity contest. For academic year 2007-2008, CRJA was fortunate to be permitted to search for two tenure track positions (the second was because we were 11th on the list and the Provost allowed eleven searches for the college). One position was for a much-needed law enforcement administration emphasis and the other with forensic science emphasis. For a variety of reasons, primarily lack of communications and timely guidance from the college administration, the announcements and advertisements were delayed and key advertising deadlines were missed. The forensic science position was ultimately filled with a nationally-recognized forensic science expert and we are extremely thankful to bring him into the Department (he had been a lecturer for thirteen years so was familiar with the Department). The other search was not successful. The quality of applicants was less than we wished (or expected), many of whom were not qualified. We continued reviewing applications and conducting phone interviews into early summer, then put the process on hold. Although we were significantly under budget for both searches, and we had a desperate need to hire additional faculty and requested continuing the search into 2008-2009, the administration denied our request to carry over the search.
In addition to not being able to fill this position, we had an unexpected negative turn of events. For reasons that will not be discussed here, Dr. Thomas Cadwallader, who had been with the Department for six years, resigned at the end of Spring 2008 and accepted a position at another university. Dr. Cadwallader was the key law enforcement administration faculty and this was a significant loss to the Department, Faculty, and especially the students. This event was also presented in our plea to continue our search, but it was denied. This now leaves the Department, again, with just five tenure track faculty, one of whom is the Chair. The most senior, tenured professor, and the Chair, will be retiring and FERP in July 2009.

We will be asking to be able to do a search in 2009-2010, and we will be asking to be able to hire two faculty from the search. Tenure track searches are extremely time consuming and a very lengthy process and two (or more) faculty from one search would be much more economical and productive.

Some of the reasons for lack of qualified candidates has been noted in past reports: low entry salary offerings, refusal to allow hiring at a level other than assistant professor, very restrictive policy on years of credit for prior teaching experience, and lack of a Masters Degree program. Some candidates have commented that we at CSUEB have a very high teaching load compared to other campuses and universities, and low opportunities for release time for research. The unsuccessful search in 2004-2005 was also attributed in part to the shortsighted combining of CRJA with Ethnic Studies (which has about 30 majors), which resulted in a lack of defined identity as a Department (the second largest Department in the college).

In spite of lack of faculty, the Department continues to attract new majors and minors, and create new programs and courses. Over the past several years, a few students have combined Criminal Justice Administration with the Physical and Natural Sciences to lead to careers in Forensic Science (Criminalistics). Some students are Biology or Chemistry majors with Criminal Justice minors, double majors in Biology-Criminal Justice, or other combinations. The faculty developed special academic programs for these students in both the Criminal Justice Department and in the College of Science (“Special Majors” at bachelors and masters levels). The Department has been in communication and discussion with the College of Science, Department of Biology for a Forensic Science Program for over ten years. The three departments (Criminal Justice Administration, Biology and Chemistry) created a Forensic Science Option for Biology Degree and Forensic Science Option for Chemistry Degree. These two majors incorporate Criminal Justice courses, including a newly created Forensic Research Seminar. Currently, there are over 40 students pursuing these majors. These majors are not included in the data for the Department because they are under the College of Science.

**Department’s Use of Technology:**

- Most faculty utilize BlackBoard and PowerPoint for class instruction. These are augmented with videos, library and computer assignments.

- BlackBoard is used for course materials as well as for on-line discussion groups
• Development and use of various software packages

• Use of computer labs

• Computer software program “TurnItIn.com” for papers and assignments to check for plagiarism

• Access CSUEB Library from office computer

• Laboratory setting instruction

• Faculty are also using more “hybrid” models for course delivery, holding in-class lectures and activities, plus on-line activities and discussions away from campus.

• Facebook social networking.

• The Department secretary has developed listserves and email lists for students and prospective students and routinely communicates to them important information such as course offerings, timelines and deadlines, Student Club meetings and activities, graduation procedures, etc.
### NAME-RANK/STATUS

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<th>NAME-RANK/STATUS</th>
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<td>Thomas Cadwallader*</td>
<td>Ph.D. 1900</td>
<td>19+ yrs Crime Investigation 10 yrs Teaching 3 yrs Licensed Private Investigator in Calif.</td>
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<td>Benjamin Carmichael**</td>
<td>Doctor of Criminology 1970 Criminology</td>
<td>32+ yrs Teaching 6 yrs Juvenile Probation Planning 5 yrs Applied Criminal Justice 5 yrs Research</td>
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<td>Marc Neithercutt**</td>
<td>Doctor of Criminology 1968 Criminology</td>
<td>22+ yrs Teaching 17+ yrs Research 5 yrs Federal Probation</td>
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**Resigned Spring 2008

**Retired Summer 2004

**Retired Spring 2004

### TENURE TRACK FACULTY AS OF FALL 2008

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<td>Silvina Ituarte</td>
<td>PhD 2000 Criminal Justice</td>
<td>13+yrs teaching 3yrs Victim Witness Specialist (Domestic Violence) 1yr. Bias Crime Researcher</td>
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<td>Dawna Komorosky</td>
<td>PhD 2003 Criminology</td>
<td>9 years Teaching; 1 yr work with foster families; 1 yr counselor with domestic violence victims &amp; offenders; 1 yr. counselor dual diagnosis populations</td>
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<td>Julie Beck</td>
<td>PhD 2006 Sociology/Women’s Studies</td>
<td>7 years teaching; 4 years High School Teaching; 3 years counselor adolescent residential programs</td>
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<td>Keith Inman</td>
<td>M.Crim-Criminalistics 1978 Criminalistics/Forensic Science</td>
<td>13+ years teaching; 30+ years Forensic Science &amp; Research</td>
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</table>

**Dr. Carmichael and Dr. Neithercutt retired in 2004.

*Note: Dr. Cadwallader is included in this profile since he was a faculty member until Summer 2008, when he resigned, taking a faculty position at another University.
**Dr. Thomas Cadwallader:** Assistant Professor Thomas Cadwallader joined the Department of Criminal Justice Administration in September 2002 and resigned in 2008. His profile is included here because he was a key faculty member for six years and his absence is sorely felt by the Department, faculty and students. A psychologist by training, Professor Cadwallader had nearly 20 years of experience as a criminal investigator.

Before joining the East Bay faculty, he was professionally active in teaching and research. From 2001 to 2002 he was a postdoctoral fellow at SRI International, where he assisted in data collection, data analysis, and reporting on two longitudinal investigations of nationally representative populations of youth in special education.

Professor Cadwallader received his Ph.D. in Developmental Psychology in 2000 at the University of North Carolina at Chapel Hill. He received an NICHD pre-doctoral fellowship in 1999, and worked at the Center for Developmental Science at UNC-CH as a Research Associate from 2000 to 2001. While at Chapel Hill, he taught courses as a graduate teaching fellow and adjunct Assistant Professor, instructing courses in child development, social development, psychology and experimental research methods. Professor Cadwallader has presented several papers at professional conferences and authored or co-authored eight publications -- one publication is now in press.

At CSUEB, Assistant Professor Cadwallader taught courses in police community relations, basic and advanced investigation, research methods, and crime theory. He was the advisor for the Criminal Justice Student Club, and completed an assessment procedure to evaluate student progress in the Department. Dr. Cadwallader is a member of a number of professional societies, including the American Psychological Association and the American Criminological Society.

**Current Faculty (Full Time Tenure Track):**

**Dr. Julie Beck:** Dr. Beck joined the Department at CSUEB in Fall 2006 after receiving her PhD in Sociology with emphasis in women’s studies from University of California, Santa Cruz. Her areas of research include U.S. Drug/drug treatment policy; incarcerated women and mothers; therapeutic jurisprudence and social control; cultural studies/correctional discourse analysis; qualitative research methods; and social/justice policy reform.

Since coming to CSUEB, Dr. Beck designed and has taught a freshman cluster course, “Behind Bars: Incarceration and Creative Alternatives,” the cluster being co-taught with the Theater and Dance Department. She also has designed a new course “Drugs, Law and Society: Race, Gender and US Drug Policy” which will be taught in Spring 2009. In addition, she routinely teaches Crime Theory, Criminal Law, Administration of Justice, and Research Methods. She brings to her courses a critical criminology perspective that addresses race, class and gender. She greatly enjoys engaging students in critical analysis and discussion of contemporary issues and problems in criminal justice.
Dr. Beck has an active research agenda that currently includes a project analyzing interview transcripts from her fieldwork in a residential drug treatment program; and a project analyzing the prison letters of "lifers" in California prisons. She has also published several professional articles as sole author and as co-author. She regularly presents papers at professional conferences. She is the advisor for the Criminal Justice Club and is a member of the CLASS Curriculum Committee and the President’s Alcohol, Tobacco and Other Drugs Council.

**Dr. Silvina Ituarte:** Dr. Ituarte came to CSUEB in 2003, after teaching at Kean University in New Jersey for eight years. She began her interest in criminal justice as an undergraduate enrolled in the Social Ecology and Humanities programs at University of California at Irvine, and received her masters and doctorate degrees from Rutgers University in New Jersey. There, she completed her ethnographic study of bias-motivated offenders under the guidance of Dr. Mercer Sullivan.

Prior to her academic career, Dr. Ituarte served as a victim specialist for the Victim Witness Program in California in which she helped survivors of domestic violence obtain restraining orders against their offenders and receive assistance from local shelters. While in graduate school, she expanded her work experience by screening domestic violence offenders and placing them in a court ordered program in Manhattan, New York. During that time, she also served as a part-time research assistant for the Anti-Violence Project to assist with the data collection and coordination of the annual Bias Crime Report.

Her primary teaching and research interests focus on gaining understanding of bias motivated behaviors, social problems, juvenile delinquency, restorative justice, offender reentry, and correctional systems. She has presented on these and other topics at both national and international conferences and served as a board member of the Western Society of Criminology, as well as the California Criminal Justice Educators Association. At Cal State East Bay, she has been involved in several Faculty Development Learning Communities including the Scholarship of Teaching and Community Involvement and Civic Engagement. Dr Ituarte served as the Chair for the Committee on Research in 2007-2008, the advisor to the Golden Key Honour Society from 2005-2007, a member of the Curriculum Subcommittee, and the CFA department representative.

Dr. Ituarte has a strong passion for connecting scholarship with community development and has emphasized community participation in classes such as Community Based Corrections and Restorative Justice. Students in these classes have been involved in projects that not only teach them the course content, but also assist the community in small ways. She has initiated collaborations with organizations such as the McCullum Youth Court in Oakland and has also collaborated with the Social Work Department at UC Berkeley to promote awareness among Human Service Directions in Northern California regarding the challenges faced by offenders reentering society. Her goals for the future include greater involvement and collaboration between the university and the community.

**Prof. Keith Inman:** Assistant Professor Keith Inman is the newest full time faculty to join the Department at CSU East Bay, beginning in Fall 2008. However, he has been an
adjunct faculty for the Department for over 13 years. He received his B.S. in Criminalistics from the University of California, Berkeley in 1974, and his M.Crim in Criminalistics from the same institution in 1978.

In addition to presenting numerous papers at professional conferences throughout the world, Prof. Inman has co-authored several forensic science texts, and several peer-reviewed publications. Prof. Inman has over 30 years of experience as a practicing forensic scientist, including positions for the California Department of Justice Bureau of Forensic Services, the Los Angeles County Sheriff’s Department Laboratory of Criminalistics, and private forensic science laboratories.

Prof. Inman teaches Crime Prevention and Control, Basic and Advanced Criminal Investigation, Criminal Identification, Comparative Physical Evidence, and Forensic Research Seminar. His research interests include DNA in biological evidence, finding physical evidence relevant to criminal events, and the reconstruction of that event from the physical findings. He has numerous publications and is co-author of *An Introduction to Forensic DNA Analysis*, which now has a second edition. This book has become the preeminent reference for both attorneys and crime laboratories. He also co-authored *The Principles and Practice of Criminalistics*, a book aimed at practicing criminalists and used as Forensic Science Masters Degree Programs as a textbook.

**Dr. Dawna Komorosky:** Dr. Komorosky came to CSU East Bay Department of Criminal Justice Administration in 2004 from Western New England College in Springfield, Massachusetts. She received her PhD in Criminology in 2003 from Indiana University of Pennsylvania where she earned the Graduate Deans Award for Sponsored Programs.

Her background includes a Masters in Psychology from Chapman University, with emphasis in marriage and family therapy. She has counseled and advocated for rape survivors and victims of domestic violence, including play therapy with children in domestic violence shelters. Additionally, she has counseled clients in a dual diagnosis psychiatric hospital. Before moving on to earn her Ph.D. in Criminology, Dr. Komorosky worked in the foster care system as a treatment manager for families and foster children.

Dr. Komorosky’s main teaching and research interests focus on women in the criminal justice system, corrections, and juvenile justice. Dr. Komorosky often teaches the Women in Criminal Justice course, Ethics in Criminal Justice, Research Methods in Criminal Justice and Corrections courses. She is committed to educating the community about the impact of violence against women both in the home and workplace. Her commitment to these issues has lead to publications, presentations, and service learning in these areas.

Since arriving at California State University, East Bay, Dr. Komorosky has actively participated as a member of the Academic Senate.  Through the Academic Senate she has served on the University Elections Committee as a member and, most recently, as Chair, 2008-2009. In addition to her duties at the Senate, Dr. Komorosky participated in and chaired the Department Tenure Track Search Committee 2007-2008, which involved two faculty searches.
Dr. Komorosky is a member of several criminal justice organizations, including Academy of Criminal Justice Sciences, Western Society of Criminology, and Association of Criminal Justice Research (CA).

**Dr. Patricia Zajac:** Dr. Zajac has been on the faculty at CSUEB since 1979, having been a Lecturer until 1990, when joining full time as an Assistant Professor. She earned her doctorate in Public Administration/Criminal Justice in 1996. Her background is in Forensic Science, having earned a Bachelor’s Degree in Criminalistics (University of California, Berkeley) and a Masters in Forensic Science (California State University, Sacramento).

Dr. Zajac is a productive faculty member of the Department in teaching, advising and professional achievements. Dr. Zajac was promoted to Associate Professor in Fall 1997, and promoted to Full Professor in Fall 2002. From 2000-2004 she served as CLASS Director of the Liberal Studies Program. She is now (since 2004) Chair of the Criminal Justice Department. She was the faculty advisor for the Criminal Justice Student Club until 2000. She also continues to serve as major advisor for students.

When Dr. Zajac was appointed to the administrative position of Director of the Liberal Studies Program, that position carried an assigned .67 release time. She continued to teach one course each quarter in the Department. As department chair, she has assigned time of .44 and teaches five courses per year. These courses included night courses and courses at the Contra Costa Campus. She continues to sponsor student Internships and Independent Study students and chairs Special Major Forensic Science students, including Master’s Degree Forensic Science Special Majors. Dr. Zajac has created new courses and seminars. Her courses have high standards and include special and innovative assignments.

In collaboration with faculty in Biology and Chemistry, Dr. Zajac created the Forensic Science Options for Biology and Chemistry bachelor’s degrees. The resulting curriculum better prepares forensic science students for careers and graduate school than the Special Majors. Along with creating these majors, she created and has taught a Forensic Research Seminar, CRJA4830, which is part of a sequence of seminars with Biology and Chemistry. This is now a popular major with about 40 students.

Dr. Zajac continues to be professionally active preparing papers and giving presentations at professional organizations. She is a Fellow in the Criminalistics Section of the American Academy of Forensic Sciences, member of California Association of Criminalists, Associate Member International Association for Identification, and member of ASTM (a standards organization), Forensic Science Committee. She has served as manuscript reviewer for publishers. She holds memberships on the criminal justice advisory councils of local community colleges and is an adjunct faculty member at Ohlone Community College. Dr. Zajac remains active as a consultant in criminal cases, trials, post-conviction appeals, civil legal proceedings and internal investigations as an expert in aspects of forensic science and physical evidence.

Dr. Zajac has served on several Departmental, College, and University committees. They include: College Curriculum Committee, Promotion, Tenure and Retention Committees.
PART 2

THE PLAN
for several departments, Post-Tenure Review Committee, Department Chair Review Committee, Tenure Track Faculty Search Committee, Assessment Committee, University Sexual Harassment Committee, Review of Dean of the College of Business, Council on Teacher Education, CLASS Council of Chairs, Blended Program Advisory Council (chair), and President’s Council on Alcohol, Tobacco and other Drugs. She regularly participates in New Freshmen/Transfer orientation, campus and community college Majors/Minors Fairs and West County High Schools Law Academy. Dr. Zajac has organized presentations at events and classes at community colleges and high schools.

In addition, Dr. Zajac was the CSU system-wide coordinator for Criminal Justice Administration for the LDTP project (Lower Division Transfer Pattern). This project required coordinating the review of all courses from community colleges in California that have Criminal Justice Programs to align with standard descriptors of CSU programs.

**Current Part Time Lecturers (the number and composition of the Pool varies by quarter and academic year). Note: all lecturers must have at least a masters degree or law degree.**

**Prof. Kay Lantow:** Retired law enforcement officer.

**Prof. Charles “Casey” Nice:** Currently Commander, Alameda County Sheriff’s Department and graduate of CSUEB Criminal Justice Administration program.

**Prof. Arash Rad:** Currently corporate attorney.

**Prof. Sidney Rice:** Former law enforcement and retired Chief of Police.

**Prof. Michelle Rippy:** Currently Coroner Investigator and an alumna of CSUEB, with Special Major in Forensic Science.

**Prof. Earnest Thompson:** Currently Alameda County Probation Officer
Part 2 The Plan

A. Curriculum

Few major curricular changes would seem realistically to be in order during the next five years without significant resource support for the Department. However, the faculty are developing at least two new courses. Since the last Review, in the Corrections Option CRJA 4123 - The Crime Victim (4) was substituted for SPCH 3530 - Interviewing Principles and Practices (4) as a requirement. The Speech course was infrequently offered (only once in two years) and the content changed, and the Criminal Justice course was being frequently substituted.

Our program changed since the last Review to require the normal minimum number of units (180), instead of the former 186. This issue had not previously been a priority for the program but was addressed and modified.

There is continued interest and need for a graduate program, including a criminalistics concentration. The request for a Master of Arts in Criminal Justice was proposed in May 2000 and rejected by CAPR.

The Masters Degree would have prepared students for advanced professional careers in criminal justice administration and provided advanced instruction and research opportunities for aspiring doctoral students. Insights and skills as well as an ethical foundation needed to understand crime and treat offenders also would have been provided. It would have trained community college instructors in the subject area and offered research and support to local criminal justice professionals.

Neither the graduate program in Public Administration nor that in Sociology and Social Services was closely related to the proposed program in Criminal Justice. They are not designed for the specific needs and more practical concerns of criminal justice managers and administrators; nor do these programs reflect the eclectic theories of investigation, law, and justice procedure. The areas of probation, prison, and law enforcement administration are quite specific and applicable to the subject area.

The Department since 1987 has conducted surveys of criminal justice majors, graduating seniors, alumni and justice managers. These surveys have shown consistently strong support for a master’s degree in criminal justice within the service area. Regional surveys also have been used to assess the extent of interest in advanced education at CSUH and for employment prospects in criminal justice agencies. The regional studies, begun in 1994 by department graduates Margaret Salimi and Jose Alvarez, canvassed four northern California regions: 1) the East Bay and San Francisco, 2) the Peninsula to San Jose, 3) Northern California from Santa Rosa to Sacramento and 4) other designated areas outside of the selected
regions. A total of 292 local, state, federal, and private justice agencies were sampled producing a 50% return rate. Among police and corrections agencies sampled, there was a 63% return rate. Sixty-seven percent of all respondents indicated they would consider enrolling or would definitely enroll at CSUEB in criminal justice graduate studies. Eighty-two percent of the managers in the agencies indicated that they would encourage their personnel to enroll, if such a program existed.

In a follow-up to the surveys (1999), selected agencies and/or personnel were contacted for personal or telephone interviews regarding education and career interests. Accordingly, police chiefs in Hayward, Union City, Fremont, and Newark (all immediately adjacent to CSUEB) have provided emphatic support for the proposed major. One chief has a master’s degree in criminal justice from CSULA, and another indicated that he would himself enroll in the proposed program.

A graduate degree is not required in most areas of criminal justice administration. However, some agencies do require a graduate degree for employment. The Federal Probation Office in Oakland (Alameda County) hires only people with, or who are seeking, advanced degrees. Moreover, a candidate for a management level position in criminal justice will ordinarily achieve higher and more rapid career progression if he has an advanced degree or is in the process of obtaining one. As an example, at the Walnut Creek Police Department, in Contra Costa County (near CSUEB’s Contra Costa Campus site), all recent Lieutenant promotions possessed advanced degrees, and 8 of the 9 command staff also have Master’s degrees.

Exit surveys of our Criminal Justice Bachelor's Degree students and alumni surveys consistently show overwhelming support for establishment of a master’s degree program in criminal justice. In addition, the Department continually receives telephone calls from throughout the Bay Area asking if we offer a master’s degree.

An advanced degree holder can expect to earn significantly higher incomes than holders of B.A. degrees. The proposed program could field graduates who possess the insight and skills to serve as informed leaders who would become administrators, researchers, teachers, theorists, analysts, and consultants.

We are planning on submitting a new Masters Degree proposal with a significantly revised curriculum. This would include comparative and international perspectives, juvenile justice and forensic science (criminalistics).

For curriculum change to take place, however, a confluence of faculty resources and University/College recognition and leadership would be required. Students who select the major need to be reasonably confident they will be able to take required courses on a regular basis to graduate in a reasonably expected period. At this point, and for the near future neither can be assured. Additional faculty and the University’s commitment to provide a large number of majors with the education they are entitled to are needed. Without these developments, any major curricular change or graduate program is not anticipated. With the present resources and recurring oversights, we simply cannot responsibly squeeze more curriculum innovation. The
faculty are, however, preparing new course offerings (potentially in the areas of domestic violence, hate crimes, forensic crime reconstruction) and we will be modifying the bachelors curriculum to incorporate a CRJA course in place of the POSC 3410 course.

B. Students

Projections are for increased needs for the criminal justice system as well as for the educational system. Regardless of the fluctuations in the political climate, the trends will be for increased sanctions for crimes and an increasing need for criminal justice professionals who have a well-founded academic education to meet the demands for ethical professional careers. But without faculty growth and expansion of course offerings, the major can only decrease. Alternatively, marginal but steady growth could occur. If a graduate studies program were established, significant growth would be expected among undergraduate majors.

Any growth of new students pursuing our major in the next five year period should be characteristically similar to present majors, with the continuing increase among Asian and Middle Eastern students.

Demand for a criminal justice education will continue to grow. Career opportunities are expected to continue to open up to our graduates during the next five years as the criminal justice field continues to show a high demand in both public and private areas of employment, specifically, institutional corrections (correctional officers), law enforcement and security. Additionally, funding for probation and parole at local, state and federal levels appear to be increasingly promising in light of offenders returning to communities in need of professional oversight.

It is expected that an increase in majors will also come from returning military personnel. Criminal Justice Administration (along with hospitality and recreation) is the key educational and career goal for returning veterans. The Department has had discussion with the U.S. Coast Guard recently and anticipates further collaboration. The major currently has a significant number of military and ex-military students.

No marked adjustment is required to our curriculum to prepare the students for those opportunities. We have options in law enforcement and corrections. There is continued student demand for a graduate studies program, and growing interest in the forensic science option.

Enrollment figures are directly related to available faculty and number of course offerings. We frequently reach enrollment limits in all courses each quarter, many with significant wait-lists, and turn away students. Total enrollments would be expected to increase in the next five years if more courses were offered each quarter. This would result from students who increasingly elect to take criminal justice as a minor and to some extent by students on campus who enroll in courses because of a compelling interest in the subject material. Criminal justice continues to be a very popular major and area of professional interest.
As far as changes to the program's learning goals are concerned, in the next year we will try to implement more of the student assessment matrices in which student progress in meeting our goals will be evaluated. It will take significant assistance from administration to implement our goal to assess students on entry, midway, and at graduation.

We wish to graduate reasoned and ethical students who will make practical contributions and provide leadership in their professions and communities. We believe that these learning goals are utilitarian and realistic. Both student and agency surveys indicate this. Department graduates have been highly successful in gaining employment and the materials they have learned at East Bay have integrated well with their professional ambition. Agencies have informed the Department of their particular interest in recruiting graduates. Graduates of Criminal Justice are represented in virtually every local and state agency as practitioners and administrators.

To be able to assist students in attaining those goals during the next five years so much depends on additional resource allocation to the Department. More faculty, office space and additional clerical support are all required. With additional faculty and curricular resources we will be able to provide variety in faculty teaching courses, carry out a more balanced student advisement ratio, and provide more personal guidance of student career ambitions. We could offer a greater number of internships, agency tours and specialized courses. Not to be minimized, additional clerical support is needed to administer to the constant demands of students in a large major. Assisting students to attain their goals all begins with the clerical presence who meet new and continuing students and help process them in the Department and University. Since in recent years “service departments” founded on FTE size have driven resource allocations within the College -- largely to the exclusion of “major based” programs -- the inherently important role of office staff has been relegated to less importance. As is the case in Criminal Justice, a one person clerical serving over 400 majors, minors and that meets heavily enrolled course demands (e.g., adding students to classes and processing voluminous grad checks) and a professional active faculty does considerably more work than a 1-1/2 clerical in an office with fewer than 100 majors.

C. Faculty

The two senior faculty retired in 2004. The Department was able to add three tenure track faculty since 2004 but the unexpected resignation of Dr. Cadwallader in 2008 left the Department, once again, with just five tenure-track faculty, including the Chair.

Additional faculty will be requested; however, there continues to be concern for the recruitment process itself for hiring full-time tenure track faculty. Often when resources have been allocated, completing the process too has been too lengthy and cumbersome, allowing qualified applicants to commit to positions elsewhere before we are able to secure them even for interviews. Moreover, recruitment efforts have been stalled by College failure to secure the top candidates we have proposed. Specifically, we have been limited in negotiating a salary and position level we believe is required to attract mid-ranged and senior faculty. Salary range for entry level faculty is very low considering the high cost of living in the Bay Area.
Reducing faculty standards is not the answer; rather College consideration of higher starting salaries and timely action on applicants is needed so that the highly qualified applicants do not take positions elsewhere before we can complete the process. The Department is quite capable of recruitment and employment judgments that meet College and University standards.

We need an appropriate amount of assigned time for faculty development, research, new course development, and for faculty professional contributions. Presently only .44 administrative time is provided the Department Chair.

We need additional full-time faculty. Criminal Justice major advising ratios should average no greater than 1:30 (and not the present 1:150). That means ideally 7.5 faculty; we have 4.5.

Additional basis for our requests are:

- Faculty, especially tenure-track positions are necessary to maintain the Department
- Faculty is required to broaden course offerings and advising to students so they may graduate in a timely fashion
- Faculty is needed to staff more courses and advising at the Concord campus.
- Additional faculty is needed for community outreach and continuing work with community colleges and local justice agencies
- Faculty is needed to participate in University government and committees so that Criminal Justice concerns and plans are more broadly represented and a larger program presence can be established

D. Resources

There are no specific plans for changes in the areas of curriculum, outreach, scheduling and retention. Retention rates are already high as compared with University averages. Curriculum change is not expected (except as noted above), certainly without additional faculty. Outreach is good. Faculty serve on professional boards in the service area and several part-time faculty are professionals in local justice agencies, and national professional organizations. The Department will continue its outreach by serving on local community college advisory boards and instructing courses in their departments.

The program clearly has inadequate resources to serve its students and the omission of resources has been the subtext in addressing all of the above issues. We can address the problem only from our resource base. We will continue to offer as many courses as possible – including at Concord – as often as possible, with the resources that have been provided. Accordingly, we will continue to request additional faculty allocations, office space, more course offerings and additional support staff.
Aligning with the Department’s Mission statement and goals, the faculty see the following targets for the next five years.

The ideas and plans developed by the faculty are in italics following the Mission Statement and each of the Goals.

Criminal Justice Administration
Mission Statement, Vision Statement and Program Goals/Objectives/Strategies

The Bachelor of Science degree in Criminal Justice Administration is designed to empower students as critical thinkers, effective oral communicators, and competent writers in subject matters of crime and justice, to include (1) the nature, extent, and causation of crime; (2) the role of criminal law in the regulation of human conduct; (3) the philosophy, theory, policies, practices, processes, and reform of American police agencies at the federal, state, and local levels; (4) the philosophy, theory, policies, practices, processes, and reform of American courts at the federal, state and local levels; (5) the philosophy, theory, policies, practices, processes, and reform of American correctional institutions at the federal, state, and local levels; and (6) the skills and methods in criminal justice research. Graduates who have acquired these skills and knowledge and have been exposed to other relevant topic such as juvenile delinquency, the role of women in the justice process, ethical concerns for criminal justice practitioners, understanding of and appreciation for cultural and ethnic diversity, the connections between drugs and crime, and the dynamics of gangs and violence, are prep field of criminal justice.

Over the next five years, the Department can expand in a number of ways; however, the key to growth will lie in our ability to expand the Department.

1. Students: increase in size as we continue advising/recruitment activities.
2. Masters Degree Program to meet needs of students. Masters Program would make CSUEB more competitive as a University and in recruiting faculty. It also will allow greater outreach to the community, participate in research, and present result/policy implications to agencies and the public.
3. Center/Institute for Forensic and Criminal Justice Sciences. For faculty and students to share research, trends, community service in their diverse areas of interest.
4. Develop additional courses, such as Family Violence, Hate Crimes, Comparative Justice Systems, Forensic Crime Reconstruction, Media Influence on Crime and Justice, white collar/cyber crimes, etc.
Students graduated from the Criminal Justice Program should be able to demonstrate the skills and knowledge as stated in the following nine goals.

· Goal 1: Critical Thinking- Being able to analyze and discuss issues of crime and justice from different perspectives that reflect logical, critical and independent thinking.

1. Masters Degree Program would allow students to become closely involved in current Criminal Justice issues; learn more in-depth the challenges facing each component of the system; write critical thinking papers and conduct research that will challenge them to observe the criminal justice system with a critical eye.

2. Undergraduate student will be encouraged to think critically through course discussion, use of discussion boards, and critical analysis papers.

· Goal 2: Oral Communication- Being able to intelligently convey, present, and discuss ideas and issues in one-on-one or group situations.

1. Though presenting their research at conferences and to the community, students will be continually challenged in this area. Students will also have opportunities to participate in the facilitation of workshops (ie., rape prevention and awareness programs) or other relevant topics.

2. Undergraduate students will be able to hone their communication skills by presenting projects to classes. Formative feedback is provided to give students the opportunity to learn about their strengths and weaknesses.

3. It is desirable to partner with the Communications Department/Forensics group to offer debating skills courses and "moot court" to prepare students for court scenarios.

· Goal 3: Written Communication- Being able to write effectively following appropriate writing styles as commonly practiced in the social sciences.

1. Writing papers that encourage students to think critically about the Criminal Justice System is important to reaching this goal.

2. Graduate students would do this via coursework and their own research.

· Goal 4: Theory of Crime- To understand the nature, extent, and causation of crime.

1. Crime Theory illustrates how policy is generated and that theory-research-policy are all connected.

2. We would like to expand the Crime Theory course, probably into two undergraduate courses, reflecting theory based on societal issues and theory based on individual/biological issues.

Goals 5-8 can be addressed through courses and research where students will be involved in writing critical analysis papers. At the graduate level, students will be able to conduct research in these areas, present the research to the criminal justice community and suggest policy changes.
· Goal 5: Law and Society- Being able to explain the role of criminal law in the regulation of human conduct and maintenance of stability in society.

· Goal 6: Understanding the Police- Being able to describe the philosophy, theory, processes, and reform of American, police agencies at the federal, state, and local levels.

· Goal 7: Understanding Criminal Adjudication- Being able to explain the philosophy, theory, processes, and reform of American courts at the federal, state, and local levels.

· Goal 8: Understanding Crime and Punishment- Being able to explain the philosophy, processes, and reform of American correctional institutions at the federal, state, and local levels.

· Goal 9: Research and Statistics- Being able to utilize knowledge in research methods and statistical applications to promote an understanding of criminal behavior and assess the effectiveness of criminal justice policies.

1. Research is essential to theory and policy, in policing, adjudication, corrections and forensic science.

2. Graduate students will have opportunities to work with faculty on research and conduct their own research. They will have the opportunity to present at regional and national conferences. And they will gain a better understanding of the theory-research-policy triad through practical experience.

3. Student research and policy implications that have transferred to the community will be posted to the Center for Forensic and Criminal Justice Sciences.

In addition to the faculty plans referenced under the Department’s Mission and goals, the Faculty have the following ideas for the next five years:

1. New courses and/or Special Topics Seminars addressing prison reform and current challenges facing the Criminal Justice System in California and the United States.

2. Comparative models of Criminal Justice Systems within the United States and globally (including major reforms in adult and juvenile justice in other states, detention centers vs. large prisons).

3. Student fieldwork through two-part methods courses and/or internships.

4. Legal internships (in addition to other internships), including Bay Area Prison reform, community and non-profit organizations; such as: Books not Bars; S.F. Women’s Jail Sister’s Program; Legal Advocacy for Women in Prison and for Children; The Innocence Project (including internships for Forensic Science students to review physical evidence in appellate cases).

5. Women and Children (particularly girls) issues in the Criminal Justice System and roles of drugs, neglect, sexual abuse, etc.
6. **The Prison Classroom**: where students take classes in the prison with inmates as fellow students.

7. **Speakers Series/Panels**: ongoing series sponsored by the Department on problems in areas such as community corrections, restorative justice, prison system, etc.

8. **Courses focusing on defense and court related issues in the Criminal Justice System.**

9. **Center/Institute for Social Change** (see above Center/Institute for Forensic and Criminal Justice Sciences) to promote study and research education about and social change within the Criminal Justice System.

10. **Research and course on influence of the media on crime, criminal justice and adjudication.**

11. **Institute of Crime Scene Reconstruction** that would include participation by practitioners in the law enforcement, legal and forensic communities.

12. **Research Institute!!! “Center for the Study of Crime and Justice”** which can have priority areas of research (i.e. forensic, offender reentry, juvenile justice, etc).

13. **Masters Program.**

14. **A Citizens Academy** – Often, citizens are misinformed about criminal justice topics through either the media or misinformation. One approach to initiating change in criminal justice areas could be to initiate programs for community awareness regarding crime-related topics. This might take the form of quarterly seminars on timely topics which include students and community members in the audience.

The faculty have innovative ideas on the direction they would like to see for the Department. So much can be done with additional resources/faculty. Although the faculty will proceed with their ideas as best they can without the resources, this leads to over-work, disillusion, reduced morale, and burn-out. We would like to accomplish these goals and expand the Department to place CSUEB in the forefront of the Criminal Justice Educational field.
Attachment A

1. Enrollment Table 1.2
   Headcount Enrollment by CSU Degree Program and Degree Level
2. Degrees Conferred Table 5.3
   Degrees Conferred by CSU Degree Program
3. Academic Program Review Summary Data - CRJA
4. Academic Program Review SFR Table – CRJA
5. Academic Program Review SFR Table – CSUEB
6. FTES Table 3.4bz
   Term Full-Time Equivalent Student Credit Units Generated by Discipline
7. Enrollment Table 1.1 – CRJA Headcount Fall 2007
8. Enrollment Table 1.1 – Average Age Fall 2007
9. Enrollment Table 1.1 – CRJA GPA Fall 207
10. Enrollment Table 1.1 – CSUEB
    Overall Headcount Enrollment Profile
### Enrollment Table 1.2

**Califorina State University, East Bay**

**HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL**

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<th>CSU Degree Program</th>
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<th>Postbaccalaureate</th>
<th>Master's</th>
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</table>

Source: CSU ERAS Statistical Data

A postbaccalaureate student must have a bachelor's degree and not have been admitted to a Master's program. Bachelor's/Associate includes student seeking a second Bachelor's degree or credential as a postgraduate program.

Office of Planning and Institutional Research, by SAS 9.1 on 05AUG2008

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### Enrollment Table 1.2

**Califorina State University, East Bay**

**HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL**

<table>
<thead>
<tr>
<th>CSU Degree Program</th>
<th>Bachelor's</th>
<th>Postbaccalaureate</th>
<th>Master's</th>
<th>TOTAL</th>
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(Continued)
## Enrollment Table 1.2
California State University, East Bay

**HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL**

**Fall 2003, 2004, 2005, 2006 and 2007**

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Source: CSU ERS Statistical Extract
A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject matter programs.

## Attachment A.3

### Degrees Conferred Table 5.3
California State University, East Bay

**DEGREES CONFERRED BY CSU DEGREE PROGRAM**

**College Years 2003-04 through 2008-09**

<table>
<thead>
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<th>CSU Degree Program</th>
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Source: CSU ERS Statistical Extract
College Year: Summer, Fall, Winter and Spring.
Document: Cal State East Bay Fact Book
Planning and Institutional Research (03/2009)
## Degrees Conferred Table 5.3
California State University, East Bay
DEGREES CONFERRED BY CSU DEGREE PROGRAM
College Years 2003-04 through 2008-09

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<th>Master’s</th>
<th>TOTAL</th>
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<td>CY 04-05</td>
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<td>Psychology</td>
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(Continued)

Source: CSU EKSD Statistical Extract
College Years Summer, Fall, Winter and Spring
Document: Cal State East Bay Fact Book
Planning and Institutional Research (03FEB09)
## Criminal Justice Administration

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<th>2004</th>
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<td>6.0%</td>
<td>11.1%</td>
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Fall HC Enrollment by Program & Degree Level: [http://www.csueastbay.edu/ira/tables/FallHeadc](http://www.csueastbay.edu/ira/tables/FallHeadc)

Degrees Conferred by Program & Degree Level: [http://www.csueastbay.edu/ira/tables/Degrees](http://www.csueastbay.edu/ira/tables/Degrees)

Student Faculty Ratios by Program: [http://www.csueastbay.edu/ira/tables/Universit](http://www.csueastbay.edu/ira/tables/Universit)

Source and definitions available at: [http://www.csueastbay.edu/ira/apr/summary/dE](http://www.csueastbay.edu/ira/apr/summary/dE)
### Academic Program Review SFR Table - Tabulate

#### California State University, East Bay

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS**

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<tr>
<th>Course Level</th>
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<th>Term FTEF</th>
<th>Term FTE</th>
<th>Term FTEF</th>
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<td>127.20</td>
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<td>Graduate</td>
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<td>140.00</td>
<td>155.73</td>
<td>192.80</td>
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**Term FTE and FTEF Calculations:**

- **FTE** (Full-Time Equivalent) is calculated based on semester units (half credit = 0.5 FTE).
- **FTEF** (Full-Time Equivalent Faculty) is calculated based on the number of faculty members teaching each course.

*Source: CSU Academic Planning Data Base (APDB), Section Master File (BPSD-SMF) and Faculty Master File (BPSF-SMF)*

**Notes:**

- TOTAL FTE and FTEF are provided for the term, and they may differ slightly between ERSS and APDB.
- ERSS FTE is the official figure for CSU System reporting.
- FTEF is intended for instructional faculty only and includes all FTE calculated for instructional purposes.
- Administrative and other support staff are excluded from the FTEF calculation.
- FTEF is provided for the department of record for the course subject area.

*Document: Cal State East Bay Fact Book*

**Attachment A.4**

---

### Academic Program Review SFR Table - Tabulate

#### California State University, East Bay

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS**

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<th>Term FTE</th>
<th>Term FTEF</th>
<th>Term FTE</th>
<th>Term FTEF</th>
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*Source: CSU Academic Planning Data Base (APDB), Section Master File (BPSD-SMF) and Faculty Master File (BPSF-SMF)*

**Notes:**

- TOTAL FTE and FTEF are provided for the term, and they may differ slightly between ERSS and APDB.
- ERSS FTE is the official figure for CSU System reporting.
- FTEF is intended for instructional faculty only and includes all FTE calculated for instructional purposes.
- Administrative and other support staff are excluded from the FTEF calculation.
- FTEF is provided for the department of record for the course subject area.

*Document: Cal State East Bay Fact Book*

**Attachment A.5**
## FTES Table 3.4.b

California State University, East Bay

**TERM FULL-TIME EQUIVALENT STUDENT CREDIT UNITS GENERATED BY DISCIPLINE**

College Year 2007-08 To Date

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### Table 1.1

**California State University, East Bay**

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<th>2006</th>
<th>2007</th>
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### Attachments

**Attachment A.6**

CSU Academic Planning Data Base (APDB); Section Matrix File (GRPD SMP) and Faculty Matrix File (GRPD FMP)

**Table 1.1**

Comparison of 2004 and 2005 data.

**Attachment A.7**

Enrollment Table 1.1

California State University, East Bay

**FALL 2007**

<table>
<thead>
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<th>CREE</th>
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Enrollment Table 1.1
California State University, East Bay
FALL 2007

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<td>2.76 and less</td>
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<tr>
<td>No GPA</td>
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Source: CSU ERSS Statistical Extract
Planning and Institutional Research (02FEB09)
## Enrollment Table A.10

California State University, East Bay

### OVERALL HEADCOUNT ENROLLMENT PROFILE

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<th>Bachelor</th>
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<td>1,518</td>
<td>1,521</td>
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<td>100</td>
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<td>622</td>
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<td>108</td>
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</table>

| CAL STATE EAST BAY TOTAL | 10,402 | 9,729 | 9,113 | 9,610 | 10,653 | 49,269 |

### Enrollment Table A.11

California State University, East Bay

### OVERALL HEADCOUNT ENROLLMENT PROFILE

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<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>TOTAL 2008</th>
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<td>Other Countries</td>
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| CAL STATE EAST BAY TOTAL | 10,402 | 9,729 | 9,113 | 9,610 | 10,653 | 49,269 |
Attachment B

Tenure-Track Requests

1. Position No. 04-05 CRJA-LAW/ADMN-TT
2. OAA Position No. 08-09 CRJA-FORENSIC-TT
3. OAA Position No. 08-09 CRJA-LAW/INVEST-TT
4. E-mail to Dean Badejo Requesting Extention

Lecturer Announcement

5. Position No. 08-09 CRJA-PTL-01
The University: California State University, Hayward occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State Hayward’s proximity to the major Bay Area cities provides unique cultural opportunities, including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student-oriented computer labs, and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUH is organized into four colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 41 fields and master's degrees in 28. Other programs lead to teaching, reading specialist, resource specialist, pupil personnel services, special education, and administrative services credentials. CSUH also operates the Contra Costa Campus, a branch classroom center in Concord, which provides full instructional support for over 1,600 upper-division and graduate students.

The Department: The Department of Criminal Justice Administration offers an undergraduate program leading to the degree of Bachelor of Science. The department also offers a minor in Criminal Justice Administration. Established in 1976, the major has grown to over 250 majors and 30 minors. To learn more about the position, the Criminal Justice Department and the University, visit our website at www.csuhayward.edu.

Duties of the Position: The successful candidate will teach undergraduate courses primarily in the following areas: evidence, investigation, community relations, crime prevention/control and corrections. Please note that teaching assignments include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Responsibilities will also include: work with student club, research, and university/community service and representation.

Rank and Salary: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

Date of Appointment: September 2004.
QUALIFICATIONS: Candidates must hold the Ph.D. (or equivalent) degree in Criminal Justice or related field. ABD will be considered, but must have doctorate by the time of appointment. Criminal justice experience, demonstrated teaching excellence (teaching experience at the university level), and strong research accomplishments/potential preferred. Classroom teaching experience and promise of scholarly achievement are desirable. Candidates must demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the profession, and the community.

APPLICATION DEADLINE: Review of applications will begin on January 9, 2004. The position will be considered open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Benjamin G. Carmichael, Chair
Department of Criminal Justice Administration
California State University, Hayward
25800 Carlos Bee Blvd.
Hayward, CA 94542-3044
Department Phone No.: (510) 885-3590
Department Fax No.: (510) 885-2529
E-mail Address: bcarmich@csuhayward.edu

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUH does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

FULL-TIME TENURE-TRACK

OAA Position No. 08-09 CRJA-FORENSIC-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit http://www.csueastbay.edu.

THE DEPARTMENT: The Department of Criminal Justice Administration offers an undergraduate program leading to the degree of Bachelor of Science. The department also offers a minor in Criminal Justice Administration. Established in 1976, the major has grown to over 450 majors and 80 minors. To learn more about the position, the Criminal Justice Department and the University, visit our website at http://class.csueastbay.edu/criminaljustice/.

DUTIES OF THE POSITION: The successful candidate will teach undergraduate courses primarily in lower and upper division core, law enforcement option, forensic science, including: physical evidence, forensic research, investigation, community relations, crime prevention/control, ethics and electives. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Responsibilities will also include: work with student club, research, and university/community service and representation.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2008.
QUALIFICATIONS: Candidates must hold a Master’s Degree in Criminalistics or Forensic Science (or equivalent) by the effective date of the appointment plus experience in full-service crime laboratory, including crime scene investigation and court testimony. Demonstrated teaching excellence (teaching experience at the university level), strong research accomplishments/potential and promise of scholarly achievement preferred. Candidates must demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds.

APPLICATION DEADLINE: Review of applications will begin on January 7, 2008. The position will be considered open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Dawna Komorosky, Committee Chair
Department of Criminal Justice Administration
California State University, East Bay
25800 Carlos Bee Blvd., MI 4069
Hayward, CA 94542
Office Phone No.: (510) 885-3590
Office Fax No.: (510) 885-2529
E-Mail Address: dawna.komorosky@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

FULL-TIME TENURE-TRACK

OAA Position No. 08-09 CRJA-LAW/INVEST-TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses’ proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB’s Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor’s degrees in 45 fields, minors in 66 fields, and master’s degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit http://www.csueastbay.edu.

THE DEPARTMENT: The Department of Criminal Justice Administration offers an undergraduate program leading to the degree of Bachelor of Science. The department also offers a minor in Criminal Justice Administration. Established in 1976, the major has grown to over 450 majors and 80 minors. To learn more about the position, the Criminal Justice Department and the University, visit our website at http://class.csueastbay.edu/criminaljustice/.

DUTIES OF THE POSITION: The successful candidate will teach undergraduate courses primarily in the lower and upper division core and law enforcement option, including the following areas: evidence, investigation, community relations, ethics, crime prevention/control and electives. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Responsibilities will also include: work with student club, research, and university/community service and representation.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2008.
QUALIFICATIONS: Candidates must hold a Doctorate (PhD or equivalent, but not a JD) in Criminology, Criminal Justice, Sociology or related field no later than the effective date of the appointment. Criminal justice experience, demonstrated teaching excellence (teaching experience at the university level), strong research accomplishments/potential and promise of scholarly achievement preferred. Classroom teaching experience and promise of scholarly achievement are desirable. Candidates must demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds.

APPLICATION DEADLINE: Review of applications will begin on January 7, 2008. The position will be considered open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Dawna Komorosky, Committee Chair
Department of Criminal Justice Administration
California State University, East Bay
25800 Carlos Bee Blvd., MI 4069
Hayward, CA 94542
Office Phone No.: (510) 885-3590
Office Fax No.: (510) 885-2529
E-Mail Address: dawna.komorosky@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran’s status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
Diedre: The following is the status and request regarding the Tenure Track Search for the Department of Criminal Justice Administration.

As I am sure you know, our last candidate cancelled the on-campus interview the day before the scheduled visit. She also withdrew her application for the position. The Search Committee (Drs. Dawna Komorosky, Silvina Ituarte and Julie Beck ...Dr. Thomas Cadwallader has resigned from the University) would like to "suspend" the search process for now and requests being able to resume in Academic Year 2008-2009 for the following reasons:

1) This search got a late start (January 2008), as we discussed, due to the need to formally modify/expand the terminal degree requirements. This needed Academic Senate approval and submission to the Provost. This process was not completed until well into the Fall Quarter 2007 and we missed key advertising deadlines.

2) The approval for the two CRJA searches was based on the recognition that the Department desperately needs to build full-time faculty: large number of majors and growing; demand for increased presence and recruitment at the Concord campus; requests for presence at the Oakland Center; development of on-line courses/programs; and the Department's recognition of the need for a Master's Program. These factors, and others, justify continuing the search into the next Academic Year.

3) Moreover, although we successfully completed the search for and hired a Forensic Science/Investigation faculty member, the Department did not anticipate the resignation of Dr. Thomas Cadwallader. Therefore, we did not put in an additional request for the upcoming year. And, we had hoped for a successful Law Enforcement/Investigations faculty, which did not materialize. We are now back to the five (including chair) full time faculty in the Department.

4) It is further anticipated that there will be an additional (perhaps partial) reduction in faculty in July 2009. Most likely I will be retiring and entering the FERP program. That would leave the Department with just four full time faculty.

5) Academic Year 2008-2009, CRJA will be conducting the 5-Year Review. As with all the previous 5-Year Reviews, most likely the recommendation from the outside reviewer will include increasing the faculty significantly (the last review recommended doubling the faculty). This has been a major weakness that we have not been able to overcome, mainly because of lack of recognition by the administration that CRJA is a strong and viable component of this University.

6) Tenure Track Searches Budgets and Expenditures: We will be providing a complete breakdown of expenditures but we did not spend close to our allocations. We spent a considerable amount on advertising for the LawEnf/Invest position but the advertising for the Forensic Science position in the key professional journals/websites was at no cost.
We did not have any on-campus interviews for the Law Enfor/Invest position so no expenses for travel and lodging.

The three candidates for the on-campus interviews for the Forensic Science position were local so no expenses for travel or lodging.

The Department of Criminal Justice Administration requests continuing the search into the next Academic Year and to begin advertising as soon as possible to be competitive with other CSUs and Universities.
POSITION AVAILABLE: One or more temporary, part-time lecturers to fill a pool from which instructors may be selected for Fall Quarter 2008 and Winter and Spring Quarters 2009.

THE DEPARTMENT: The Department of Criminal Justice Administration consists of five tenure-track faculty and offers an undergraduate program leading to the degree of Bachelor of Science. The major includes two specialized options: Option A–Law Enforcement and Administration, and Option B–Corrections. The department also offers a minor in Criminal Justice Administration. Established in 1977, the Department has more than 300 majors and 30 minors.

DUTIES OF THE POSITION: Teaching one or more courses in the areas of law enforcement, criminalistics, and corrections. Teaching assignments at CSU, East Bay may include courses at both the Hayward and the Concord campuses.

RANK AND SALARY: Lecturer. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATES OF APPOINTMENT: Fall Quarter instruction begins September 25, 2008; Winter Quarter begins January 5, 2009; Spring Quarter begins March 30, 2009.

QUALIFICATIONS: Ph.D. preferred (will consider M.A. with university teaching experience) and experience in a criminal justice field.

APPLICATION DEADLINE: Positions open until filled. Applications are considered on a continuous basis, and may be submitted throughout the year for upcoming quarters (see dates above). Those presently in the pool, whether teaching or not, must submit a new letter of application and a complete and current vita. New applicants must submit a letter of application; a complete and current vita; graduate transcripts; teaching evaluations if available; and three letters of recommendation to:

Dr. Patricia L. Zajac, Department Chair
Department of Criminal Justice Administration
California State University, East Bay
Hayward, CA 94542-3044
Office Phone No.: (510) 885-3929
Office Fax No.: (510) 885-2529
Email: lee.zajac@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

CSUEB is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation or disability. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
Attachment C

Department Literature

1. CRJA Handout
2. CRJA Road-map
Bachelor of Science Degree in Criminal Justice Administration
At California State University, East Bay

Department Chair/Professor:
Dr. Patricia L. Zajac
E-mail: Lee.zajac@csueastbay.edu

Contact Information:
Phone: (510) 885-3929
Office Location: MI 4067

Associate Professor/Advisor:
Dr. Silvina Ituarte (S-Z)
E-mail: silvina.ituarte@csueastbay.edu
Phone: (510) 885-3203
Office Location: MI 4068

Assistant Professor/Advisors:
Dr. Julie Beck (M - R)
E-mail: julie.beck@csueastbay.edu
Phone: (510) 885-2487
Office Location: MI 4070

Professor Keith Inman (A - F)
E-mail: keith.inman@csueastbay.edu
Phone: (510) 885-3206
Office Location: MI 4003

Dr. Dawna Komorosky (G-L)
E-mail: dawna.komorosky@csueastbay.edu
Phone: (510) 885-3203
Office Location: MI 4068

Department Secretary
Ms. Mary Kendall
E-mail: mary.kendall@csueastbay.edu
Phone: (510) 885-3590
Office Location: MI 4069
Program Description

The Department of Criminal Justice Administration offers an undergraduate program leading to the degree of Bachelor of Science. The department also offers a minor in Criminal Justice Administration. Established in 1976, the major has grown to over 400 majors and more than 30 minors.

The undergraduate program is designed for the development of knowledge and understanding of practices, theory, and concepts of justice administration, as well as to prepare students for professional careers in justice administration, law enforcement, and corrections and graduate studies. The major includes two specialized options and the student selects one depending on her/his career interest.

Career Opportunities

Battered Shelter Counselor * Community Agency Counselor * Community Service Coordinator * Consumer Affairs Director * Corrections Officer * Crisis Counselor * Deputy Insurance Commissioner * Equal Opportunity Representative * FBI Agent * CIA Agent * Group Worker * Insurance Investigator * Investigator * Parole Officer * Park Ranger * Police Administrator * Police Officer * Security Manager * Social Worker * Vocational Rehabilitation Officer

Preparation/Other Degree Requirements

- It is strongly recommended that students complete the lower division (1000-2000) courses before taking the upper division (3000-4000) courses.
- Course substitutions must be approved by either the Chair or Major Selection Advisor.
- A minimum GPA of 2.0 is required in the major.

Option A—Law Enforcement and Administration

The Law Enforcement and Administration option emphasizes work in government agencies and private organizations, and positions in crime prevention, control, and investigation. It is designed for students interested in careers with federal, state, and local law enforcement agencies, and law enforcement within the private sector. Employment opportunities may include administration of institutional programs, consultants, mobilizing resources to combat social problems, and working toward understanding individual and group behavior and social control by means of law.

II. Upper Division Core (16 units)

(All majors must complete these requirements.)

- CRJA 3200 Research Methods in Criminal Justice (4)
- CRJA 3700 Ethics and Justice Administration (4)
- CRJA 4127 Crime Theory (4)
- PCSC 3410 Law and Society (4)

III. Option (28 units)

A. Law Enforcement and Administration (16 Units)

Students who elect to take Option A must complete each of the following four courses:

- CRJA 3300 Crime Prevention and Control (4)
- CRJA 3400 Advanced Criminal Investigation (4)
- CRJA 3610 Police Organization and Management (4)
- CRJA 3800 Comparative Evidence & its Evaluation (4)

Under this option, students must complete a total of 12 additional upper division units from the specialized elective area.

B. Corrections (16 units)

Students who elect to take Option B must complete each of the following four courses:

- CRJA 3100 Corrections & Criminal Justice (4)
- CRJA 4121 Probation & Parole (4)
- CRJA 4730 Restorative Justice
- CRJA 4123 The Crime Victim (4)
- CRJA 4700 Community Based Corrections (4)

Under this option, students must complete a total of 12 additional upper division units from the specialized elective area.

Major Requirements -- B.S.

Because requirements are subject to change, consult an advisor for clarification and interpretation of your major requirements. The major consists of 78 units; the B.S. degree requires a total of 180 units. Credit/No Credit (CR/NC) grading is not permitted for classes used to meet the major requirements.

I. Lower Division (34 units)

(Lower division courses in the major can be satisfied by successful completion of equivalent courses at a community college.)

- CRJA 2100 Elementary Criminal Law (4)
- CRJA 2200 Basic Criminal Investigation (4)
- CRJA 2400 Evidence in Corrections & Law Enforcement (4)
- CRJA 2500 Administration of Justice (4)
- CRJA 2600 Police Community Relations (4)
- PSYC 1000 General Psychology (or one of 1001, 1005) (5)
- SOC 1000 Introduction to Sociology (or one of 1001, 1002, 2001 or 2002) (4)
- STAT 1000 Elements of Probability & Statistics (5)
III. Option (28 units) Continued

C. Specialized Electives for Both Options (12 units)

Students must choose the 12 units in a specialized elective area for Option A or Option B from among the following courses provided that the course or courses chosen have not previously been taken as part of an option. Upon faculty advisement and approval, additional courses may also apply.

Select three courses from one or more of the suggested areas:

Area 1. Criminal Justice System

- CRJA 3100 Corrections and Criminal Justice (4)
- CRJA 3300 Crime Prevention and Control (4)
- CRJA 3400 Advanced Criminal Investigation (4)
- CRJA 3500 Criminal Identification (4)
- CRJA 3610 Police Organization & Management (4)
- CRJA 3800 Comparative Evidence & its Evaluation (4)
- CRJA 4730 Restorative Justice (4)
- CRJA 4123 The Crime Victim (4)
- CRJA 4124 Sex Crimes Investigation (4)
- CRJA 4125 Women in Criminal Justice (4)
- CRJA 4128 Internship in Criminal Justice (4)
- CRJA 4700 Community Based Corrections (4)
- CRJA 4710 Drugs, Law & Society (4)

Area 2. Offender Treatment/Reform

- COMM 3520 Nonverbal Communication (4)
- CRJA 3100 Corrections and Criminal Justice (4)
- CRJA 4730 Restorative Justice (4)
- CRJA 4123 The Crime Victim (4)
- CRJA 4128 Internship in Criminal Justice (4)
- CRJA 4700 Community Based Corrections (4)
- CRJA 4710 Drugs, Law & Society (4)
- PSYC 4360 Psychopharmacology (4)
- PSYC 4410 Abnormal Psychology (4)
- PSYC 4610 Psychology of Personality (4)

Area 3. Legal Aspects

- ACCT 4950 Financial Fraud (4)
- CRJA 3500 Criminal Identification (4)
- POSC 3417 Survey of American Law (4)
- POSC 3441 American Constitutional Law I (4)
- POSC 3442 American Constitutional Law II (4)
- POSC 4450 Administrative Law (4)
- PHIL 3503 Philosophy of Law (4)
- PHIL 3510 Human Rights & Social Justice (4)

Area 4. Social and Cultural Perspectives

- ANTH 3720 Medical Anthropology (4)
- COMM 3240 Public Opinion (4)
- CRJA 4125 Women in Criminal Justice (4)
- CRJA 4710 Drugs, Law & Society (4)
- ES 3700 Special Topics in Ethnic Studies (4)
- MLL Three upper division courses in a single foreign language (4-4-4)
- PHIL 3510 Human Rights and Social Justice (4)
- PUAD 4800 Public Administration (4)
- PUAD 4830 Organizational Theory & Human Behavior (4)
- SOC 3520 Sociology of Minority Groups (4)
- SOC 3730 Juvenile Delinquency (4)
- SOC 3750 Alcohol and Drug Abuse (4)
- SOC 4740 Criminology (4)

LOWER DIVISION COURSES

1100 Behind Bars: Incarceration & Creative Alternatives (4)
Cluster course; freshman only
Exploration of the experiences of youth and women in prisons and jails, and creative alternatives to incarceration; prison reform policies and alternative programs. Critical examination of the role of race, gender and class in punishment.

2100 Elementary Criminal Law (4)
The nature and functions of criminal law and the principles and rules underlying its administration. Classification of criminal statutes and crimes.

2200 Basic Criminal Investigation (4)
The principles and methods of investigation used to acquire and to disseminate information about crimes.

2400 Evidence in Corrections and Law Enforcement (4)
The role of science and law in the utilization of physical and social evidence in justice administration.

2500 Administration of Justice (4)
Survey of the various components of the American criminal justice system, emphasizing police, court and corrections administration. An historical philosophical overview of justice administration.

2600 Police Community Relations (4)
The relationship between justice administration and the public with particular emphasis on police relations with ethnic and sexual minorities, and juvenile and adult offenders.

UPPER DIVISION COURSES

3100 Corrections and Criminal Justice (4)
Legal aspects of juvenile and adult corrections. Investigative techniques in corrections, including probation and parole. Analysis of concepts of rehabilitation, punishment and revenge.

3200 Research Methods in Criminal Justice (4)
The application of scientific research methods to selected data and statistics in justice administration. Use of scientific methodology in interpreting crime and correctional data. Recommended: STAT 1000 or equivalent.

3300 Crime Prevention and Control (4)
Concepts of planning and implementation of crime prevention and control systems. The role of security in urban society and civilian involvement in crime prevention.

3400 Advanced Criminal Investigation (4)
A continuation of CRJA 2200. The exploration of investigative problems in major crimes. Analysis of role of criminal investigator and the legal use of scientific aids to investigation. Case history, examination and analysis.

Continued...
3500 Criminal Identification (4)

3610 Police Organization and Management (4)
Application of principles of organization and management to the study of police agencies and crime investigation; relationship of police agencies to other public agencies.

3700 Ethics and Justice Administration (4)
The development and application of social theories to the study and analysis of ethical decision-making; studies dealing with problems of integrity through organization, management, and leadership, with emphasis on public agencies, particularly the criminal justice system.

3800 Comparative Evidence and Its Evaluation (4)
The forensic comparative process; studies of microscopic characteristics of various types of physical evidence, technical photography and preparation of laboratory findings for court.

3999 Issues In Criminal Justice (4)
Readings, discussion, and research on contemporary and/or significant issues in criminal justice. May be repeated for credit when content varies.

4121 Probation and Parole (4)
Historical and theoretical perspectives on the organization and functions of probation and parole. Emphasis on the process and function of the resocialization and integration of offenders. Special study of probation and parole as services within the criminal justice system; principles and practices at county, state and federal levels.

4123 The Crime Victim (4)
The criminal justice system from the perspective of the victim and the victim's needs/concerns. Various facets of victimology including: victimization data, victim compensation, psychological impacts of crime on victims and alternatives to current remedies.

4124 Sex Crime Investigation (4)
Theoretical foundations related to sexual crimes are spotlighted. Basic skills necessary to investigate sexual assault cases, collection and preserving physical evidence, interviewing and interrogation of subjects and victims, and successful preparation of cases for presentation.

4125 Women in Criminal Justice (4)
Women as victims, offenders and prisoners; gender sentencing differentials; women in criminal justice professions such as policing, corrections, and courts.

4127 Crime Theory (4)
Major social, psychological and biological theories of crime causation. Historical and current applications of theory to justice administration and offender treatment and rehabilitation.

4128 Internship in Criminal Justice (4)
Practical experience in a department-approved criminal justice agency (public or private). Academic assignments integrated with volunteer or paid activities. Prerequisite: departmental approval of activity. Junior or senior standing. Maximum of 8 units may satisfy electives in major.

4700 Community Based Corrections (4)
The role of local, state, and federal government in the development of community-based correctional programs. Alternatives to incarceration of the criminal. Topics include halfway houses of correction, community furlough and ex-offender employment.

4710 Drugs, Law, & Society: race, gender and U.S. drug policy (4)
Exploration of current U.S. drug policy and consequences, such as mass incarceration. Includes historical drug scares, the War on Drugs and repercussions, drug treatment, decriminalization, race and gender analysis.

4730 Restorative Justice (4)
Enterprise an overview of the history, theory, and philosophy of restorative justice. Examine, critique, and understand the various philosophical and practical components of restorative justice programs and efforts.

4830 Forensic Research Seminar (1)
Criminal justice aspects of forensic research. Current issues in forensic science based on scientific, legal, and criminal justice concerns. Prerequisite: consent of instructor.

4900 Independent Study (1-4)
An Independent Study course is a program of study which is above and beyond the regular offerings of the department. Such a course is considered as elective credit in the program of a student working for a specified objective. No more than 12 units of independent study in the major department and 8 units in other departments may be applied to a baccalaureate degree.

The privilege of Independent Study is limited to undergraduate students who have at least a 2.0 (C) grade point average and graduate students with at least a 3.0 (B) grade point average in all courses in the field or department in which the independent study is to be taken, both at this institution and in work which may have been attempted at other institutions. If you are on academic probation, you are ineligible for Independent Study. Independent Study is restricted to students who are able to work with minimal supervision. No faculty member is required to teach an Independent Study course and arrangements must be made to determine how the faculty teaching overload (if any) will be made up.

THE CRIMINAL JUSTICE CLUB

The Criminal Justice Club meets regularly during the Academic year with additional activities. These are opportunities for guest speakers and programs of interest to students. Activities include visits to correctional facilities, coroner's lab, police shooting rangers, etc. Participation in the activities does require club membership.

Applications for Club membership can be obtained from the Clubs bulletin board across from the Department Office.
Sample Schedule

Recommended sequence of criminal justice major courses for four-year baccalaureate degree:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td>SOC 1000 (4)</td>
<td>CRJA 2100 (4)</td>
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<tr>
<td>PSYC 1000 (5)</td>
<td>CRJA 2200 (4)</td>
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<tr>
<td>STAT 1000 (5)</td>
<td>CRJA 2400 (4)</td>
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<td>CRJA 2500 (4)</td>
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**Option A in Law Enforcement and Administration**

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<th>Third Quarter</th>
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<td><strong>Second Quarter</strong></td>
<td><strong>Third Quarter</strong></td>
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<tr>
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<td>CRJA 3300 (4)</td>
<td>CRJA 3400 (4)</td>
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<tr>
<td>POSC 3410 (4)</td>
<td>CRJA 3610 (4)</td>
<td>Elective (4)</td>
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<th>Senior Year</th>
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<td><strong>Second Quarter</strong></td>
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<tr>
<td>CRJA 3800 (4)</td>
<td>CRJA 4127 (4)</td>
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<td>Elective (4)</td>
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| **Third Quarter**    |
| CRJA 3200 (4)        |

**Option B in Corrections**

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<td><strong>Second Quarter</strong></td>
<td><strong>Third Quarter</strong></td>
</tr>
<tr>
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<td>CRJA 3100 (4)</td>
<td>CRJA 4700 (4)</td>
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<tr>
<td>POSC 3410 (4)</td>
<td>CRJA 4125 (4)</td>
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<td><strong>Second Quarter</strong></td>
<td><strong>Third Quarter</strong></td>
</tr>
<tr>
<td>CRJA 4121 (4)</td>
<td>CRJA 4127 (4)</td>
<td>CRJA 3200 (4)</td>
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<tr>
<td>Elective (4)</td>
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| **Third Quarter**    |
| CRJA 3200 (4)        |
Part 3

Outside Reviewer's Report
INTRODUCTION

This report contains my findings on the Department of Criminal Justice Administration at CSU East Bay. These findings are the result of reading the department’s Self-Study, as well as my site visit, which occurred February 23, 2009. The organization of this review will, for the most part, follow the Outside Reviewer Rubric.

During my site visit, I met with the Department Chair; with all of the Department’s full-time faculty members; with several of the Department’s lecturers; with Mary Kendall, the Department secretary; with a group of CRJA students; with Dana Edwards from the library; and with Doctors Gale Young and Jim Okutsu.

In general, the Department has responded favorably to the recommendations of the last external reviewer, Dr. Robert Fong. Specifically, the Department has made curricular changes that are consistent with Dr. Fong’s recommendations, and that are reflective of the discipline as a whole.

The Department has also considerably improved its assessment process. Student and program assessment can be difficult in this field, given the diverse nature of the discipline as well as the limited resources generally available for the assessment itself. However, the Department has taken appropriate early steps in developing an assessment plan.
In general, the members of the Department are to be commended for delivering a quality program and for their scholarly achievements. They face considerable obstacles, primarily in the form of severely limited resources. In this report, I will outline the ways in which these obstacles have affected the program, and I will make recommendations concerning their impact.

A. Has the program chosen directions that are generally consistent with choices at other institutions of higher learning?

Since the last five-year review, and consistent with the recommendations of the Dr. Fong, the Department has changed the core curriculum so that nearly all core courses are CRJA courses. This is consistent with the other institutions. At most universities, Criminal Justice began as an adjunct area of study with disciplines such as Sociology or Political Science, or as a multidisciplinary program made up of courses from a variety of social sciences. As the discipline itself has gained maturity, Criminal Justice programs have gained standing in their own right, and have developed independent identities. The Department has also developed new courses that are relevant to changes in the field, most notably several forensics courses.

That having been said, there are still some substantive areas that remain unaddressed within the core curriculum. Perhaps the most important of these are juvenile justice and criminal procedures. Although the Department’s current limited resources probably preclude any additions in this area, I recommend that the Department consider them for the future.

The other area that merits consideration, again as resources permit, is the creation of a masters program. As the Department states in the self-report, there is considerable demand for such a program. The majority of students in these programs tend to be professionals already in
the field who are unable to make the journey to other universities that already offer the degree. I strongly encourage the Department to continue its efforts in this area.

**B. Are the proposed hires relevant to standard needs or changes in the field?**

The most glaring challenge the Department faces is its lack of tenure-track faculty. There are only five full-time members of the faculty right now, including the Chair, who plans to FERP soon. This number is very low, especially given that there are currently approximately 380 CRJA majors. As a result of the shortage in full-time faculty members:

- The Department is unable to offer classes frequently enough to permit students to graduate in a timely manner.
- Classes are overcrowded, which adds to instructor workloads and detracts from the quality of instruction.
- Many core courses are taught by part-time adjunct faculty, which is contrary to ACJS (Academy of Criminal Justice Sciences) standards.
- There is a shortage of faculty expertise in some substantive areas, most obviously law enforcement.
- Student advising loads are very high, which may lead to some problems in the advising the students receive.

The self-report states that the Department plans to request two full-time searches for the upcoming year. I strongly recommend that the Department do so, and that University support these requests. At least one of these positions should be specifically for someone with expertise in law enforcement. The other might be law enforcement as well, or perhaps other areas that the Department is lacking in coverage, including law, criminal justice administration, or juvenile justice.
If the Department is to follow through with its plans to begin a graduate program, then I strongly recommend that it be permitted at least two additional full-time faculty members. One of these should be the graduate director, and that person should receive adequate release time for his or her administrative duties.

C. Are the outcomes and their assessment mechanisms reasonable for the field and for the program?

The Department’s outcomes are reasonable and comprehensive. Currently, however, the assessment mechanisms are incomplete.

The Department has used a variety of mechanisms to assess student learning. Two of these, the Graduating Senior Exit Survey and the Alumni Survey, have been discontinued in recent years. A third, the Student/Faculty Evaluation, is useful for judging the quality of and student satisfaction with instruction, but generally gives little indication of whether outcomes have been met. The fourth and fifth, Agency Surveys and Written and Oral Competencies, might provide very useful information, but it is unclear whether these methods have been used or analyzed systematically. Finally, the Department has created a rubric to assess the critical thinking goal, but the data have not yet been analyzed.

Meaningful outcomes assessment requires considerable time and effort. There is currently little support given to the Department in this effort, nor is there incentive for individual professors to expend their energies in this area. I recommend that the Department expand and formalize its assessment efforts, and that the University support those efforts, perhaps with release time or other compensation.

D. Are SFRs appropriate to the field?
Criminal justice is a growing field, and the Department’s enrollments are reflective of that trend. At many universities, SFRs for criminal justice programs are considerably higher than college and campus averages; this is the case at CSUEB.

ACJS standards recommend average classes sizes of no more than 30 students. The Department exceeds this average. Additional faculty hires would help to reduce the SFR to levels more consistent with the college and campus averages.

E. Are the program’s requirements reasonable for its position in the field.

The requirements of the program at CSUEB are, in general, both reasonable and consistent with other programs.

The Department requires eight lower division classes: five of these are CRJA courses and the other three are in other disciplines. This total number is somewhat higher than usual, but the three non-CRJA classes are certainly appropriate for CRJA majors, and, as they also fulfill General Education requirements, do not constitute an undue burden on students.

There are two substantive areas that are not part of the Department’s core curriculum nor are they covered within the elective courses. One of these is criminal procedures, a course that usually covers constitutional limitations on the actions of criminal justice system personnel. The second is juvenile justice (as opposed to juvenile delinquency, a sociology course that CRJA majors may currently take as an elective within the major). As resources permit, I recommend the Department consider adding courses in one of both of these areas to the curriculum.

F. Are the achievements of the faculty consistent with similar programs?

Consistent with most criminal justice programs, the members of the CSUEB CRJA faculty have academic backgrounds in a variety of fields and specializations. All members of the Department have been actively involved in research and community activities, in addition to
creating new courses and teaching heavy course loads. Their achievements are consistent with the expectations in similar programs.

All members of the faculty have active and reasonable research agendas. However, actually implementing these agendas is difficult due to the heavy workloads. The faculty also receive little or no aid such as student assistants. Perhaps the Department could explore ways in which to implement additional student assistants in their research; this would benefit the students as well. While a graduate program would be especially helpful in this regard, some undergraduates are also capable of and willing to do this work.

G. Are the achievements of the students consistent with similar program?

The self-study contains little information on student achievements. Because the Department does not offer a graduate program, it is very unlikely that its students have achieved much in the way of publications, grants, or fellowships. It is possible that some of the students have been involved in research, clubs, and similar activities, but the report does not mention these. I recommend that the Department make efforts to involve interested students in their scholarly activities.

H. Study the planned curricular changes.

The planned changes are reasonable and consistent with the Department’s goals. The success of their implementation will depend on the availability of resources, especially faculty resources. In addition, as I discussed above, there are a few other substantive areas that the Department may wish to address in the near future.

I. Do you expect the number of majors to increase in the next five years?

This is a difficult question to answer because of the fiscal crisis currently facing the state and the CSU. In general, the trend within the field has been for enrollments to increase.
Furthermore, during times when the economy is troubled, interest in criminal justice degrees tends to increase because people see it as a career in which good-paying jobs are still available. Of course, if the CSU as a whole limits enrollments, that will affect all programs.

**J. Do you expect jobs to increase and students in the program to be prepared for the changes in the job market requirements?**

Again, the state of the economy influences my answer. Some agencies have limited or frozen their hiring. Others continue to have openings, however, and, in general, criminal justice agencies tend to weather fiscal crises better than many other public agencies. Research and current trends suggest that crime itself will not decrease, and is very likely to increase.

There are unlikely to be any major changes in the job market any time soon. Overall, there has been more of an emphasis in recent years on forensics, and the Department is doing an excellent job of addressing this. Perhaps a bit more coursework could be added on technology, but most criminal justice agencies have limited expectations for their new hires in this regard.

In general, however, virtually every criminal justice employer is most interested in hiring people who can communicate effectively, and most of them find potential employees’ writing skills to be considerably lacking. The Department already addresses this need by incorporating substantial writing requirements into many of its courses. I encourage the Department to continue to do so, and perhaps even consider the creation of a new course specifically focusing on written and oral communication skills for criminal justice professionals.

There is an increasing demand within the field for people with graduate degrees. Students are well aware of this demand. In the class I visited, at least half the students said they’d be interested in a graduate program in criminal justice at CSUEB, if one were offered. This is consistent with my own experiences at CSU, Stanislaus. Despite the fact that we have a
considerably smaller population base on which to draw, our MA program is at capacity. As I stated above, many potential graduate students cannot travel to obtain their degree elsewhere.

K. Are the resources realistic and adequate to the intended purpose?

In a word, no. The Department is very badly in need of more full-time faculty members, both to meet the needs of high numbers of students, as well as to address certain substantive areas. Current professors are struggling to meet all their demands as it is; expansion of any kind will be impossible without more full-time faculty.

L. Overall evaluation of the plan.

Assuming resources are made available, I believe the Department’s plan is reasonable and workable. It is, perhaps, somewhat unambitious, which is not surprising, given the Department’s chronic lack of resources. Both during my visit and upon reading the self-report, however, I got the impression that the Department as a whole has not spent a great deal of time on attempting to derive a sense of itself, or where it is going. While there does seem to be a high level of collegiality among the faculty, they apparently do not meet on a regular basis to discuss these matters. I recommend that they do so, perhaps with monthly meetings and/or annual retreats.

M. In your judgment are the program requirements adequate to meet the goals of the program?

In general, yes. I have discussed above a few substantive areas which the program does not currently address, and which it perhaps ought to. I have also addressed the need to emphasize writing skills in particular.

N. In your opinion, is adequate breadth present in the program?
Criminal justice is, by its nature, a multidisciplinary field, encompassing or overlapping parts of fields such as sociology, psychology, law, political science, public administration, biology, and chemistry, among others. Criminal justice also includes a number of broad subtopics such as law enforcement, corrections, and so on. In general, the program does adequately address the major topics. In addition to the core requirements, the Department offers elective classes on a very broad range of subjects, and it incorporates classes from several other departments into its electives as well.

O. In your opinion, is adequate depth present in the program?

The program's depth is not as good as its breadth. It is especially weak in legal aspects: there are only two required law-related classes (one of which is currently a POSC course), and nearly all of the “Legal Aspects” electives are in other departments. It does not appear that most graduates of this program will have a very strong understanding of constitutional rights as they apply to the criminal justice system.

In addition, although most of the core courses are now CRJA classes (and the Department intends to replace the last remaining class, POSC 3410, with a CRJA class), the program still relies heavily on classes from other departments for electives. While these courses might certainly be relevant to CRJA majors, they do not necessarily focus on the topics that are of most importance to the criminal justice system. More resources would permit the Department to rely less on outside courses, and to tailor classes specifically for its own majors.

P. In your judgment is the number of tenure-track faculty adequate to meet the goals of the program if no new positions are added?

Absolutely not.
The faculty are to be commended to being able to offer as strong a program as they do, given their small number relative to the number of majors. However, as it currently stands, students’ graduation is often delayed due to unavailability of courses, or else the faculty is forced to make substitutions for individual courses so students can graduate on time. This dilutes the integrity of the program. In addition, class sizes are too big, so that professors cannot reasonably give as much feedback on written assignments, nor can their expectations of the quantity and quality of students work be as high.

The Department does make use of adjunct faculty. This does not solve all the problems, however. It is extremely difficult to find adjuncts who are qualified to teach certain classes (such as Research Methods). While adjuncts usually have valuable field experience, they generally do not have terminal degrees. This is particularly problematic as the Department contemplates a graduate program. Furthermore, adjuncts are generally not available to provide the advising and mentoring that students need.

The Department is struggling to meet its goals as it is, and is facing the upcoming retirement of one full-time person. If growth and change are to be accomplished, it is essential that the Department hire more full-time faculty.

Q. In your opinion is the number of tenure-track faculty consistent with similar programs?

For a variety of reasons, criminal justice programs in general tend to be understaffed compared to other programs. That being said, the program at CSUEB has especially few tenure-track faculty. For example, San Diego and Sonoma both have fewer majors but more full-time professors.

R. In your judgment are the facilities adequate to meet the goals of the program if no new resources are added?
Classroom and office space appear adequate, and I didn’t hear any particular needs expressed regarding technology. However, there are two facilities needs the Department does have.

First, the primary office space, where Ms. Kendall is, is completely inadequate. Because the Department does not have storage space, her small office is stuffed full of file cabinets and things like boxes of paper. Any more than a single visitor at once creates a traffic jam, and there are also security concerns with having student files so accessible. This is a large program and the office undoubtedly sees a great deal of traffic. I recommend that additional office and storage space be allocated to the Department.

Second, the Department does not have a dedicated lab. Such a lab is highly desirable, given the forensics components of the program. Apparently other departments have been generous in sharing their labs, but ideally, the Department should have its own.

S. In your judgment are the facilities consistent with similar programs?

   Other than storage and office space for the department secretary, yes.

   Most criminal justice departments do not have their own labs, even when they have forensics components. Some do, however.

T. Are the library holdings adequate?

   Library holdings do appear adequate. While tight budgets have led to severe cuts for the library, most journals in the discipline are available to CSUEB students and faculty, either in print, or, more commonly now, electronically. In addition, any books the CSUEB library does not own are quickly available. Faculty members say that the library has been able to get them items that they have requested very swiftly.
The librarians have made themselves available to conduct sessions for students on using library resources.

The one area that is limited is the monographic budget, which, at $1600, is very small. While books may be easily available via Interlibrary Loan, the same is not true for videos and similar resources. There are a great number of valuable videos available in criminal justice, but they do tend to be expensive.

U. Do students seem satisfied with the program?

The students I met with had much to praise about the program, including the faculty members’ expertise, the reasonableness of the expectations, and the likability of the faculty and staff. In general, they were quite satisfied with the program. However, they did express several concerns. The ones I heard most strongly, or from the largest number of students were:

• Class availability. Classes aren’t offered frequently enough, or at times that work with their schedules, or the selection is poor, or the classes they need are full. Several students expressed difficulties with graduating on time.

• Advising. Nearly all the students said they had problems receiving advising from the University Advisement Center. They were much more satisfied with the advising they received from the Department itself, but most saw their faculty advisor only infrequently. Several mentioned that Ms. Kendall has been an excellent advising resource for them.

• Specific course areas. Students said they would like to see more courses in certain areas, especially science and law. They also said they’d like to have more applied coursework.
• Job advising and placement. Many of them said they need more information on career development and available jobs. They also said they did not get adequate help in receiving internships.

• A graduate program. Very many of them said they would like to see a Masters program in criminal justice at CSUEB. They would also like more information on graduate study in general.

• The satellite campus in Concord. Many students said they like the idea of a satellite campus. In practice, however, several said they could not complete their degree at Concord due to class availability issues, and they had to drive to Hayward for at least some classes. Conversely, several students said they wanted to take classes only in Hayward, but sometimes had to drive to Concord because they couldn’t get the classes they need in Hayward.

I will address some of these comments at the end of this report, in my Summary of Recommendations.

V. Consider the breadth, flexibility, and scope adjunct faculty add to the program.

The Department hires several adjunct faculty members each quarter. These people often have considerable valuable field experience. They also offer expertise in areas the full-time faculty do not, most notably law enforcement. They add to the Department’s ethnic diversity. In addition, they may be able to teach classes at times when full-time faculty are unavailable.

X. Staff

I heard unanimous, enthusiastic praise for Ms. Kendall from faculty and students. Faculty said she supports their work very well, and students said she is an invaluable resource. I found
her extremely enthusiastic about the program and she appears to greatly enjoy her job. She said she receives excellent support from the Department faculty.

Ms. Kendall’s workload is heavy—a single staff member to serve this many faculty and students is problematic. I recommend that the University consider hiring her a part-time assistant. Her greatest need, however, is space. As described above, her current space is woefully inadequate.

Y. Does the program adequately utilize information from its academic review process and its assessment processes?

As described above, the Department’s assessment process is in its early stages. The Department did seem to respond favorably to the last program review. For example, in response to Dr. Fong’s recommendations, the Department changed the core curriculum so that it consists almost entirely of CRJA classes.

Summary of Recommendations

Based on the criteria above, the Department’s self-study, and my site visit, I make the following recommendations:

- The Department be permitted to search next year for at least two additional tenure-track faculty members, at least one of whom should have expertise in law enforcement

- If the Department goes ahead with plans to offer a graduate program, the Department be permitted to search for at least two more faculty members. One of these should be the graduate director and should receive adequate release time.

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• If new hires are possible, the Department make efforts to increase the diversity of the tenure-track faculty

• The Department consider adding new courses in several substantive areas, most critically criminal procedures and juvenile justice

• The Department revise its plan for a Masters degree in criminal justice, and, resources permitting, offer such a program in the near future

• The Department continue to develop its assessment plan, and use the results of that assessment in future planning. The University should provide some compensation (such as a course release) for a PAC.

• The University provide the Department with additional departmental storage and office space

• The University provide the department secretary with at least part-time assistance

• The members of the Department make additional efforts to involve students in their research and other scholarly activities

• The Department hold more regular meetings or retreats in which the general mission and goals of the program are discussed

• If additional faculty resources are not provided, the Department consider methods of capping enrollment growth, such as declaration of impaction

• The Department seriously consider the viability of the satellite program in Concord. If resources are already stretched very tight, and if students are unable to complete the degree program at Concord anyway, it might make sense to discontinue or reduce the course offerings there.
• To maintain the academic integrity of the program and of the curriculum, faculty avoid making substitutions for required classes, and also avoid over-enrolling courses. If additional resources are not granted, these recommendations would require capping overall enrollments or delaying some students’ graduation.

• The Department make additional efforts to improve advising. Perhaps students should be required to see their faculty advisor more frequently, such as once per quarter or once per year.

• The Department continue its efforts to improve student writing. The Department might like to consider developing and requiring a course specifically on written (and oral) communication for CRJA majors.

• The Department make additional efforts to assist students in job readiness and placement. More assistance should particularly be made in providing students with internship placements and supervising those placements. Ideally, one faculty member should be made internship coordinator and should receive adequate WTUs for doing so.

• The Department consider the creation of an Advisory Board. This board would help formalize relationships with agencies in the community, provide additional internship and job placements for students, and provide faculty members with possibilities for collaborative research.

In summary, I found the members of the Department faculty to be energetic and enthusiastic. They have many ideas and plans for the future. The primary impediments to achieving those plans are the lack of faculty resources (which, among other things, creates a heavy workload on
existing faculty), and the lack of opportunity for careful discussion as a group. If these two challenges could be overcome, I believe the Department will be in an excellent position to achieve its goals.
Part 4

Program's Response
RESPONSE TO:

External Review Report
CSUEB Dept. of Criminal Justice Administration

Phyllis B. Gerstenfeld, J.D., Ph.D.
Chair, Dept. of Criminal Justice, CSU, Stanislaus

March 2009

INTRODUCTION

The Department of Criminal Justice Administration sincerely thanks Dr. Gerstenfeld for her external review visit, candid discussions with faculty, staff and students, and for her Review Report. Although Dr. Gerstenfeld summarizes her recommendations at the end of the report, this response will address the issues in each of the sections.

A. Has the program chosen directions that are generally consistent with choices at other institutions of higher learning?

"...there are still some substantive areas that remain unaddressed within the core curriculum. Perhaps the most important of these are juvenile justice and criminal procedures. Although the Department’s current limited resources probably preclude any additions in this area, I recommend that the Department consider them for the future.”

“The other area that merits consideration, again as resources permit, is the creation of a masters program.”

*Juvenile Justice: The Department has recognized the need for curriculum addressing this area of justice administration and not just juvenile delinquency (a course is offered in Sociology on Juvenile Delinquency but infrequently). The Juvenile Justice System has different issues and challenges than the adult system. Prior to his resignation, Dr. Cadwallader had been planning such a course and even proposing another option: “C Juvenile Justice.” The Department will continue to explore such a course and perhaps the option as resources allow.

*Criminal Procedures: The CRJA curriculum does have a lower division required course in Criminal Procedures, CRJA 2400 Evidence in Corrections and Law Enforcement. Course description: The role of science and law in the utilization of physical and social evidence in justice administration.

Although the course title and description do not appear to explain the course content, it is a course in criminal procedures and legal aspects of evidence, and specifically addresses constitutional issues in criminal justice. The text that is used is “Criminal Evidence” by Judy Hails, 6th edition, Wadsworth Publishers.
In the near future, the Department will be submitting a program modification and a number of course modifications. We can modify the title and description of this course to more accurately reflect the subject matter content.

This course is articulated with community college courses that are titled “Legal Aspects of Evidence.”

Currently, CRJA does not have upper division courses in criminal procedure as required or elective courses. Political Science has two upper division Constitutional Law courses that CRJA students can take as electives. It is unlikely that CRJA will create an additional upper division course to address criminal procedures.

It should be noted that Criminal Procedures are covered and/or emphasized in many of the required courses in the major: 2500 Administration of Justice, 2600 Police & Community Relations, 2200 and 3400 Basic and Advanced Criminal Investigation, 3800 Comparative Physical Evidence, and 4124 Sex Crimes Investigation.

*Creation of a masters program: It is the wish of all CRJA faculty to continue to pursue a masters program as best as we can.

B. Are the proposed hires relevant to standard needs or changes in the field?

The most glaring challenge the Department faces is its lack of tenure-track faculty. If the Department is to follow through with its plans to begin a graduate program, then I strongly recommend that it be permitted at least two additional full-time faculty members. One of these should be the graduate director, and that person should receive adequate release time for his or her administrative duties.”

*The Department whole-heartedly agrees that CRJA needs to add tenure-track faculty and we will continue to request faculty.

C. Are the outcomes and their assessment mechanisms reasonable for the field and for the program?

The Department’s outcomes are reasonable and comprehensive. Currently, however, the assessment mechanisms are incomplete...I recommend that the Department expand and formalize its assessment efforts, and that the University support those efforts, perhaps with release time or other compensation.

The Department will continue to work on assessment as best as it can with the limited faculty.

D. Are SFRs appropriate to the field?
ACJS standards recommend average classes sizes of no more than 30 students. The Department exceeds this average. Additional faculty hires would help to reduce the SFR to levels more consistent with the college and campus averages.

*The Department agrees with this recommendation.*

E. Are the program’s requirements reasonable for its position in the field.

The requirements of the program at CSUEB are, in general, both reasonable and consistent with other programs.

There are two substantive areas that are not part of the Department’s core curriculum nor are they covered within the elective courses... criminal procedures, a course that usually covers constitutional limitations on the actions of criminal justice system personnel, and... juvenile justice. As resources permit, I recommend the Department consider adding courses in one of both of these areas to the curriculum.

*Refer to response under “A” above.*

F. Are the achievements of the faculty consistent with similar programs?

Perhaps the Department could explore ways in which to implement additional student assistants in their research; this would benefit the students as well.

*The faculty in the Department are exploring ways to utilize student assistants for both courses and research. Because of limited resources for monetary compensation, faculty are providing elective credit under CRJA 4900 *Independent Study* to students. This can be expanded.*

G. Are the achievements of the students consistent with similar program?

The self-study contains little information on student achievements...I recommend that the Department make efforts to involve interested students in their scholarly activities.

*Some of the faculty do involve students in their research activities, co-authoring and co-presenting research work. The faculty can increase student involvement.*

H. Study the planned curricular changes.

The planned changes are reasonable and consistent with the Department’s goals. The success of their implementation will depend on the availability of resources, especially faculty resources. In addition, as I discussed above, there are a few other substantive areas that the Department may wish to address in the near future.

*The Department concurs and has addressed the other areas, see “A” above.*

I. Do you expect the number of majors to increase in the next five years?
This is a difficult question to answer because of the fiscal crisis currently facing the state and the CSU. In general, the trend within the field has been for enrollments to increase. Furthermore, during times when the economy is troubled, interest in criminal justice degrees tends to increase because people see it as a career in which good-paying jobs are still available. Of course, if the CSU as a whole limits enrollments, that will affect all programs.

The reviewer’s comments here are kept in the original and not summarized. On additional aspect that could affect the number of majors is the reduction in military action in Iraq. Military personnel often look to CRJA fields once returning to civilian status. CSUEB has had discussions with the U.S. Coast Guard and has held orientation sessions for veterans.

J. Do you expect jobs to increase and students in the program to be prepared for the changes in the job market requirements?

To summarize: Although the economy influences job market, criminal justice fields tend to weather fiscal crises better than other public agencies... there has been more of an emphasis in recent years on forensics, and the Department is doing an excellent job of addressing this. In general... “virtually every criminal justice employer is most interested in hiring people who can communicate effectively, and most of them find potential employees’ writing skills to be considerably lacking. The Department already addresses this need by incorporating substantial writing requirements into many of its courses. I encourage the Department to continue to do so, and perhaps even consider the creation of a new course specifically focusing on written and oral communication skills for criminal justice professionals.”

“There is an increasing demand within the field for people with graduate degrees. Students are well aware of this demand. In the class I visited, at least half the students said they’d be interested in a graduate program in criminal justice at CSUEB, if one were offered.”

The faculty support these recommendations and will continue to emphasize communication skills, especially written. Although sometimes very laborious and time-consuming, the faculty do not succumb to only objective exams and eliminating reports and papers.

K. Are the resources realistic and adequate to the intended purpose?

In a word, no. The Department is very badly in need of more full-time faculty members, both to meet the needs of high numbers of students, as well as to address certain substantive areas. Current professors are struggling to meet all their demands as it is; expansion of any kind will be impossible without more full-time faculty.

The Department agrees.

L. Overall evaluation of the plan.

Assuming resources are made available, I believe the Department’s plan is reasonable and workable. It is, perhaps, somewhat unambitious, which is not surprising, given the Department’s chronic lack of resources. Both during my visit and upon reading the self-report, however, I got the impression that the Department as a whole has not spent a great deal of time
on attempting to derive a sense of itself, or where it is going. While there does seem to be a high level of collegiality among the faculty, they apparently do not meet on a regular basis to discuss these matters. I recommend that they do so, perhaps with monthly meetings and/or annual retreats.

This section was left in its entirety and not summarized. The Department agrees with this observation. The faculty have been engaged in plugging along, with courses, students, committees, research, and outreach. The Department certainly should meet regularly to discuss the future and its identify.

M. In your judgment are the program requirements adequate to meet the goals of the program?

In general, yes. I have discussed above a few substantive areas which the program does not currently address, and which it perhaps ought to. I have also addressed the need to emphasize writing skills in particular.

The Department concurs.

N. In your opinion, is adequate breadth present in the program?

...In addition to the core requirements, the Department offers elective classes on a very broad range of subjects, and it incorporates classes from several other departments into its electives as well.

The Department concurs.

O. In your opinion, is adequate depth present in the program?

The program’s depth is not as good as its breadth. It is especially weak in legal aspects: there are only two required law-related classes (one of which is currently a POSC course), and nearly all of the “Legal Aspects” electives are in other departments. It does not appear that most graduates of this program will have a very strong understanding of constitutional rights as they apply to the criminal justice system.

See “A” above. In addition to CRJA 2100 Elementary Criminal Law, and POSC 3410 Law and Society, CRJA 2400 covers constitutional law issues. A new course, CRJA 4710 Drugs, Law and Society will add to legal aspects in criminal justice administration.

In addition, although most of the core courses are now CRJA classes (and the Department intends to replace the last remaining class, POSC 3410, with a CRJA class), the program still relies heavily on classes from other departments for electives. While these courses might certainly be relevant to CRJA majors, they do not necessarily focus on the topics that are of most importance to the criminal justice system. More resources would permit the Department to rely less on outside courses, and to tailor classes specifically for its own majors.
The Department agrees with this recommendation and intends to add additional courses (such as Domestic Violence, Hate Crimes, etc.) as resources allow. It should be noted that CRJA majors generally take CRJA courses for their electives.

P. In your judgment is the number of tenure-track faculty adequate to meet the goals of the program if no new positions are added?

Absolutely not.

The Department is struggling to meet its goals as it is, and is facing the upcoming retirement of one full-time person. If growth and change are to be accomplished, it is essential that the Department hire more full-time faculty.

The Department concurs.

Q. In your opinion is the number of tenure-track faculty consistent with similar programs?

For a variety of reasons, criminal justice programs in general tend to be understaffed compared to other programs. That being said, the program at CSUEB has especially few tenure-track faculty. For example, San Diego and Sonoma both have fewer majors but more full-time professors.

The Department concurs.

R. In your judgment are the facilities adequate to met the goals of the program if no new resources are added?

First, the primary office space, where Ms. Kendall is, is completely inadequate... I recommend that additional office and storage space be allocated to the Department.

Second, the Department does not have a dedicated lab... Apparently other departments have been generous in sharing their labs, but ideally, the Department should have its own.

The Department concurs.

S. In your judgment are the facilities consistent with similar programs?

Other than storage and office space for the department secretary, yes. Most criminal justice departments do not have their own labs, even when they have forensics components. Some do, however.

The Department concurs.

T. Are the library holdings adequate?

Library holdings do appear adequate. ...The librarians have made themselves available to conduct sessions for students on using library resources.
The one area that is limited is the monographic budget, which, at $1600, is very small. While books may be easily available via Interlibrary Loan, the same is not true for videos and similar resources. There are a great number of valuable videos available in criminal justice, but they do tend to be expensive.

*The Department concurs.*

**U. Do students seem satisfied with the program?**

The students I met with had much to praise about the program, including the faculty members’ expertise, the reasonableness of the expectations, and the likability of the faculty and staff. In general, they were quite satisfied with the program. However, they did express several concerns. The ones I heard most strongly, or from the largest number of students were:

- Class availability.
- Advising. Nearly all the students said they had problems receiving advising from the University Advisement Center. They were much more satisfied with the advising they received from the Department itself.
- Specific course areas.
- Job advising and placement… They also said they did not get adequate help in receiving internships.
- A graduate program.
- The satellite campus in Concord.

*The Department recognizes student concerns and tries to accommodate them as best as possible. There has been some increase in class availability and frequency of course offerings, particularly required courses. Faculty try to create additional courses that are of interest to students and the field. The Department also recognizes that students have problems with advising at the UAC and the Chair is attempting to work with the director of the center on specific issues. Students are encouraged to meet with their major advisor early in their academic program; however, many (most?) wait until they file for graduation. Students are also encouraged to take required courses first and save electives and GE until later. However, many wait until their last quarter to take required courses, only to find that they are not being offered. It is simply not possible to offer all courses every quarter and both during the day and at night. The result is that the Chair usually has to substitute courses that are being offered for the required courses that are not offered. Rarely does the Chair refuse to substitute, thus causing a delay in graduation, even when the situation is clearly the responsibility of the student. The Department recognizes that this is not providing the student with the best education in the major and option, but does not want to delay graduation.*

*A number of students can only take classes at night. This will undoubtably result in taking longer to graduate.*

*The Department provides a “roadmap” to guide students through the major. This is available as a hand out as well as being on the website. Students simply do not follow it. It was suggested that registration for majors be blocked unless they meet with their*
advisor. The faculty discussed this but feel it is not a good idea for many reasons. What the faculty will try to do is to hold day-long (or half-day) advising sessions, perhaps at the beginning of the Fall Quarter and, perhaps, subsequent quarters, to emphasize these issues.

It should also be noted that the secretary, Mary Kendall, sends out email announcements and notices to all CRJA majors frequently with just such information.

The Department recognizes the lack of courses at the Concord Campus. Currently, only the upper division Core and the Law Enforcement Option courses are offered on a rotation basis. We had tried to offer some of the Corrections Option courses for the LE to use as electives and for Corrections students. Due to lack of resources, this has had to be scaled back. We also had attempted to increase the outreach and advising at the Concord Campus, but this was cancelled by the College.

Again, it is unfortunate but the reality is that we cannot offer all courses, every quarter, during the day, and night, and at Hayward and Concord.

The Department agrees with the recommendation for a Masters Program.

V. Consider the breadth, flexibility, and scope adjunct faculty add to the program.

The Department hires several adjunct faculty members each quarter. These people often have considerable valuable field experience. They also offer expertise in areas the full-time faculty do not, most notably law enforcement. They add to the Department’s ethnic diversity. In addition, they may be able to teach classes at times when full-time faculty are unavailable.

The Department concurs.

X. Staff

I heard unanimous, enthusiastic praise for Ms. Kendall from faculty and students. Faculty said she supports their work very well, and students said she is an invaluable resource. I found her extremely enthusiastic about the program and she appears to greatly enjoy her job. She said she receives excellent support from the Department faculty.

Ms. Kendall’s workload is heavy—a single staff member to serve this many faculty and students is problematic. I recommend that the University consider hiring her a part-time assistant. Her greatest need, however, is space. As described above, her current space is woefully inadequate.

The Department agrees.

Y. Does the program adequately utilize information from its academic review process and its assessment processes?
As described above, the Department’s assessment process is in its early stages. The Department did seem to respond favorably to the last program review. For example, in response to Dr. Fong’s recommendations, the Department changed the core curriculum so that it consists almost entirely of CRJA classes.

The Department concurs. In general, the Department has been very grateful for recommendations from outside reviewers. They provide a fresh perspective on the direction and future of the Department, in light of other campuses in the CSU and the U.S. The main restriction, however, has been resources and number of faculty.

Summary of Recommendations

The department will address the additional recommendations below each point:

Based on the criteria above, the Department’s self-study, and my site visit, I make the following recommendations:

- The Department be permitted to search next year for at least two additional tenure-track faculty members, at least one of whom should have expertise in law enforcement.

  The Department concurs.

- If the Department goes ahead with plans to offer a graduate program, the Department be permitted to search for at least two more faculty members. One of these should be the graduate director and should receive adequate release time.

  The Department concurs.

- If new hires are possible, the Department make efforts to increase the diversity of the tenure-track faculty.

  The Department concurs. The Department fully recognizes that the diversity of the tenure-track faculty needs to be increases. When tenure-track searches have been conducted in the past, frequently there have been qualified candidates that meet these criteria. However, because of the lengthy process, these candidates generally accept offers elsewhere, even before we have the opportunity to conduct telephone interviews.

- The Department consider adding new courses in several substantive areas, most critically criminal procedures and juvenile justice.

  See “A” above. In addition, the faculty are considering a number of new courses.
• The Department revise its plan for a Masters degree in criminal justice, and, resources permitting, offer such a program in the near future

_The Department concurs._

• The Department continue to develop its assessment plan, and use the results of that assessment in future planning. The University should provide some compensation (such as a course release) for a PAC.

_The Department concurs and will make efforts to continue to develop the assessment plan._

• The University provide the Department with additional departmental storage and office space

_The Department agrees._

• The University provide the department secretary with at least part-time assistance

_Although the Department agrees, without additional space, an additional person would not work._

• The members of the Department make additional efforts to involve students in their research and other scholarly activities

_The Department agrees and will increase efforts to involve students._

• The Department hold more regular meetings or retreats in which the general mission and goals of the program are discussed

_The Department agrees and will schedule meetings at least once per quarter._

• If additional faculty resources are not provided, the Department consider methods of capping enrollment growth, such as declaration of impaction

_This is a difficult concept to consider since, at the present time, such a move has many uncertainties. Declaring the major impacted would need to be explored for positive and negative effects. The Department has been under tremendous pressure to increase enrollments by administration, even increasing class sizes beyond what is reasonable. This will require discussions with Academic Affairs as well as the College._

_Certainly, the solution would be for more tenure track faculty. But given the current economic situation, that seems to be unlikely. Long-term implications are necessary and this should not be considered simply as a short-term bandaid._
The Department seriously consider the viability of the satellite program in Concord. If resources are already stretched very tight, and if students are unable to complete the degree program at Concord anyway, it might make sense to discontinue or reduce the course offerings there.

This is certainly a possibility that should be explored. There are, however, political issues that need to be discussed with the administration, including the Concord Campus administration.

In addition, the Department has been asked to have a presence at the Oakland Site. For the same reasons of inadequate resources, this is not possible at this time.

To maintain the academic integrity of the program and of the curriculum, faculty avoid making substitutions for required classes, and also avoid over-enrolling courses. If additional resources are not granted, these recommendations would require capping overall enrollments or delaying some students' graduation.

Again, although the Department would agree, it is difficult to delay student's graduation when the administration is pushing to reduce time to graduation. Capping overall enrollments would have to be examined carefully for long term effects. Perhaps additional advising sessions could help with this issue.

The Department make additional efforts to improve advising. Perhaps students should be required to see their faculty advisor more frequently, such as once per quarter or once per year. Currently, students are not required to meet with their advisor, even when they file for graduation. Departments are given a very short time from when students file for graduation and when the grad evaluations are due. Many students simply do not comply but we cannot hold up their evaluations.

It was suggested that registration be blocked until students meet with their advisor: this has many issues and problems and may not be a viable answer. Perhaps the plan to hold advising sessions at the beginning of each quarter might help the problem.

It also should be noted that with almost 400 majors, and only four faculty advisors, this is a very heavy advising load per faculty.

The Department continue its efforts to improve student writing. The Department might like to consider developing and requiring a course specifically on written (and oral) communication for CRJA majors.

The Department has discussed possible creating a writing course that would also fulfill the Writing Skills requirement. It would be difficult to add another required
course to the major, since it already requires 78 quarter units, more than most other majors in the College.

We have discussed creating a course that would include the court system and mock trials, including testimony and oral presentations. Several of the current required courses do require oral presentations as well as written papers and assignments.

- The Department make additional efforts to assist students in job readiness and placement. More assistance should particularly be made in providing students with internship placements and supervising those placements. Ideally, one faculty member should be made internship coordinator and should receive adequate WTUs for doing so.

The Department completely agrees with this, especially having one faculty member coordinate internships. Because of the Risk Management issues, it has been difficult on an individual basis to conduct the site visits and develop appropriate paperwork and contracts. Beginning Fall 2009, the Department is having one faculty supervise the CRJA 4128 Internship course as one of her regular courses. This has been discussed with one of the Associate Deans and has been put in the schedule. We will be sending emails as well as posting notices for students to register for the internship course. Hopefully, since this is somewhat of an experiment, the course will not be cut for low enrollment the first quarter.

- The Department consider the creation of an Advisory Board. This board would help formalize relationships with agencies in the community, provide additional internship and job placements for students, and provide faculty members with possibilities for collaborative research.

The Department agrees and will begin developing the contacts for such an Advisory Board.

In summary, I found the members of the Department faculty to be energetic and enthusiastic. They have many ideas and plans for the future. The primary impediments to achieving those plans are the lack of faculty resources (which, among other things, creates a heavy workload on existing faculty), and the lack of opportunity for careful discussion as a group. If these two challenges could be overcome, I believe the Department will be in an excellent position to achieve its goals.
Per the discussions on the CRJA 5-year Review with CAPR on 16 April 2009, the attached is the supplemental information on faculty activities pertaining to University Contributions and Community Contributions. It should be noted that, in spite of the large number of majors/minors and the low number of tenure track faculty, the faculty in the department are very active in University activities, Community activities and Professional activities (which was not requested).

Also, although not requested, it should be noted that our Administrative Support Coordinator, Mary Kendall, is also very active in University representation.

Print copies of the attached will also be sent to the Senate Office.

Thank you for the opportunity for us to discuss Criminal Justice Administration with CAPR.

Dr. Patricia L. Zajac  
Professor and Chair  
Department of Criminal Justice Administration.
DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION
SUPPLEMENT TO “SELF STUDY” 5-YEAR REVIEW
UNIVERSITY AND COMMUNITY CONTRIBUTIONS

Prof. Julie Beck, Assistant Professor

Campus Activities (partial list)

Designed and taught new course: Drugs, Law & Society (CRJA 4710)

Designed and taught new course: Behind Bars, Incarceration and Creative Alternatives (CRJA 1100), as part of freshman cluster called: Creativity and Social Change: Rebels, Outlaws, and Visionaries

Participant: President’s Alcohol, Tobacco and Other Drug Committee (ATOD)—this committee serves the campus community in addition to working with a coalition of campus offices and community agencies in the Hayward area to raise awareness, educate, and offer services to students and to at-risk youths

Participant: ATOD Research Subcommittee—we are developing and accessing campus and national data bases on drug and alcohol use and abuse, for the purpose of keeping the ATOD committee well-informed, with the additional aim of involving students in this research in the future.

Participant: CLASS Curriculum Committee (fall 2007-spring 2009)

Participant: Departmental Five-Year Review Committee

Faculty Learning Community: Peer Teaching Observation Program—I was awarded a fellowship to participate in this FLC, which designed teaching improvement protocols for faculty and developed an ongoing faculty teaching observation and peer feedback program for the CSUEB campus

Recipient: faculty mini-grant, for my research on women and residential drug treatment, to submit for publication.

Faculty Advisor: CRJA Criminal Justice Club—the students have regenerated interest and activities in this campus club, which is drawing many CRJA majors

Campus mediation committee (I have attended meeting for this now-forming committee being developed to help arbitrate internal disputes on campus)

Departmental Representative at Freshman Orientation (2008-1009), campus-wide Major/Minor Fairs, Super Sunday events (to recruit students from disadvantaged communities), and other events


CRJA Tenure Track Search Committee 2007-2008

Community Activities (partial list)

My activities in the community related to CRJA and drug and alcohol abuse have spanned the last decade and a half, and include the following:
I am a member of the Center for Juvenile and Criminal Justice (CJCJ), in San Francisco, CA., a non-profit organization and research institute. I am an active member of several professional criminology and sociology organizations—the Western Society of Criminology, the Pacific Sociology Association, the Society for the Study of Social Problems, the Critical Criminology/Justice Studies conference, and others, and regularly attend their academic conferences.

I conducted research at, and engaged in participant-observation at, the Walden House Adult Services / Residential Drug Treatment Programs (unpaid research position), and am still associated with this program, S.F., CA.

I taught high school and participated in youth programs at the Walden House Adolescent Facility / Education and Drug Treatment Programs, S.F., CA.

I have worked as a counselor at several urban residential facilities and group homes for female adolescents in the foster care system (specific issues addressed included sexual and physical abuse and substance abuse...), S. F., CA.

I have acted as a counselor at the Burt Children’s Center (residential facility for autistic and other at-risk youth in the foster care system), S. F., CA.

Prof. Keith Inman, Assistant Professor (beginning Fall 2008)

University Achievements since June 2008

Attended Back to the Bay, Cal State East Bay September 2008

2008-09 New Faculty Support Grant Recipient, $1100, Developing a Probability Model for Allelic Dropout in Forensic DNA Analysis.

College of Letters, Arts, and Social Sciences and the Office of Faculty Development


January 27, 2009

Represented CRJA department at Major/Minor Fair on October 9, 2008

Member, Faculty Learning Community on the Scholarship of Learning and Teaching; 2009

Presented Constructivist Learning to FLC, April 8, 2009

Community Representation

Forensic Science Educator’s presentation to the California DOJ Crime Lab Task Force Committee on February 5, 2009

Presentation, Sequential Unmasking: Determining What Information is Crucial and What is Extraneous in a Forensic Analysis, American Academy of Forensic Science, Denver, CO. February 19, 2009

Invited Reviewer, National Research Council report: *Strengthening Forensic Science in the U.S.: A Path Forward*. Published in February 2009
Prof. Silvina Ituarte, Associate Professor

University Groups, Committees, and Participation:

- Research Committee Chair 2007-2008
- Senate Research Committee 2006-2008
- Participant in Learning Community for Civic Engagement 2007-2008
- Golden Key Honor Society Club Advisor 2005-2006
- Faculty in Residence for Community Service Learning 2005-2006
- Faculty Learning Community for Diversity Member 2005-2006
- Faculty Coordinator for Cross Disciplinary Service Learning 2005
- General Education Curriculum Subcommittee (2004-2006)
- International Programs Interview Committee for the Center for International Education (2005)
- Arts, Letters, and Social Sciences Fellow 2004-2005
- Participant in Faculty Development Teacher-Scholar in 2004-2005
- New Faculty Support Grants 2003-2004
- Criminal Justice Representative at Freshman and Transfer Orientations (Both campus locations)
- Criminal Justice Representative at Newark High School Outreach 2008
- Attendance at Commencement 2004-2008
- Faculty Convocation 2004-2008

(Items in red were discussed with Mary 4/22 and was asked to include)

2005 Nominated for the Concord Campus Distinguished Professor of the Year

Community Representation:

Calif. Assoc. of Criminal Justice Researchers (ACJR) Board member 2004 – 2007
- Nominating Committee (2005)

Western Society of Criminology (WSC) Counselor-at-Large 2005-06
- 2007-2008 Conference Site Selection Committee
- Victimization Panel Organizer (2005-06)

Victim Offender Reconciliation Program (VORP) Mediator Training – Fresno, CA (January 13-14, 2006)


KQED Reentry and Incarceration Workshop – San Francisco, CA (December 13, 2005)

Stop the Hate: Train the Trainers – La Jolla, CA (January 21-23, 2005)

Newark High School College/Career Days, 2007-2008

Prof. Dawna Komorosky, Assistant Professor

University Representation

- 5-Year Review Committee 2009
- Criminal Justice Representative at Al Fresco 2007
- Criminal Justice Representative at Al Fresco 2008
- Member of the Faculty Non-Contract Grievance Panel 2007-2009
- Tenure Track Search Committee Chair’s Workshop, Fall 2007
- Academic Senate: 2005-Current
- Elections Committee Chair (Academic Senate): 2008-2009,
- Elections Committee Member (Academic Senate): 2006-2007
- Participated in New Student Orientation on the Concord Campus, November 15, 2007.
- Represented Criminal Justice in Major/Minor Fair 2006
- Cross-Disciplinary Approaches to Service Learning Curriculum Development 2005-2006
- Interview in The Pioneer regarding the use of Taser guns. Thursday October 20, 2005.
- Attended all graduations from 2004-2008
- Faculty convocation 2005-2009
- Honors convocation (can’t remember the year.. 2005 or 2006)- presented medals.
- Community Partners and Faculty Luncheon 2005
- Participated in Discover and Explore evening representing Criminal Justice Administration. October 2005.
- Student outreach with community colleges at Ohlone College 2004.
- New Faculty Orientation Workshop, September 17, 2004.
- Assisted and participated in the development of the Faculty Service Learning Handbook and Brochure. 2006.
- Member of the Faculty Learning Community for Civic Engagement 2005-2006
Community Representation:

- Attended Civil Justice for Victims of Crime Seminar. San Francisco. 3/09
- Conducted two site reviews for grantees of Susan G. Komen Breast Cancer Foundation, September 2008.
- Primary Advisor for Golden Key International Honor Society (one quarter) 2008-2008
- Participated as grant reviewer for Susan G. Komen Breast Cancer Foundation, Bay Area. December 2006 and December 2007
- Attended Association for Criminal Justice Research (CA) Sixty-Third Semi-Annual Meeting and fulfilled my duties as Board Member. March 2006
- Participated in the planning of the 2006 Annual Meeting for the Academy of Criminal Justice Science as Topic Chair: Community Based Research.
- Attended Association for Criminal Justice Research (CA) Sixty-Second Semi-Annual Meeting and fulfilled my duties as Board Member. October 2005.

Prof. Patricia L. Zajac, Professor and Chair

University contributions:

Chair, Department of Criminal Justice Administration 2004 – present
College Council of Chairs – 2000 to present
CLASS Chairs Retreats – 2003, 2009
Director, Liberal Studies, 2002-2004
Presidents Committee on Alcohol, Tobacco and Other Drugs 2007 - present
PT&R Committees: Human Development, History, Public Administration, Political Science – 1996 to present
Freshman Orientation Evening  
Discover and Explore Evenings  
Major/Minors Fairs  
Community College Majors fairs  
Vice Provost’s Committee on Chair’s Academy Development 2007  
Chair’s Academies 2004-present  
Committee on Selection of Social Work Chair, 2007  
CSU LDTP (Lower Division Transfer Pattern) Committee – CRJA Statewide Coordinator 2006-2008  
Commencements, Honors Convocations, University Convocations: 1990 to present

**Community Contributions:**

Advisory Council:  
Ohlone Community College, Administration of Justice  
Chabot Community College, Administration of Justice  

Newark High School Career/College Sessions – 2001-2006  

Community College Majors Fairs (Las Positas, Ohlone, Chabot, Merritt)  
Merritt Community College Criminal Justice Careers Panel, 2007  
CSU Forensic Science Educators Meeting, CSULA February 2009  
CSU Criminal Justice Chairs Meeting, CSULA, March 2009  
Consultant to: 
State Public Defender’s Office  
Habeas Corpus Resource Center  
California Innocence Project, San Diego  

Presentations to:  
Capital Defense Conference, Monterey Feb 2009  

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Participant: Departmental Five-Year Review Committee

Faculty Learning Community: Peer Teaching Observation Program—I was awarded a fellowship to participate in this FLC, which designed teaching improvement protocols for faculty and developed an ongoing faculty teaching observation and peer feedback program for the CSUEB campus

Recipient: faculty mini-grant, for my research on women and residential drug treatment, to submit for publication.

Faculty Advisor: CRJA Criminal Justice Club—the students have regenerated interest and activities in this campus club, which is drawing many CRJA majors

Campus mediation committee (I have attended meeting for this now-forming committee being developed to help arbitrate internal disputes on campus)

Departmental Representative at Freshman Orientation (2008-1009), campus-wide Major/Minor Fairs, Super Sunday events (to recruit students from disadvantaged communities), and other events


CRJA Tenure Track Search Committee 2007-2008

Community Activities (partial list)

My activities in the community related to CRJA and drug and alcohol abuse have spanned the last decade and a half, and include the following:
I am a member of the Center for Juvenile and Criminal Justice (CJCJ), in San Francisco, CA., a non-profit organization and research institute. I am an active member of several professional criminology and sociology organizations—the Western Society of Criminology, the Pacific Sociology Association, the Society for the Study of Social Problems, the Critical Criminology/Justice Studies conference, and others, and regularly attend their academic conferences.

I conducted researcher at, and engaged in participant-observation at, the Walden House Adult Services / Residential Drug Treatment Programs (unpaid research position), and am still associated with this program, S.F., CA.

I taught high school and participated in youth programs at the Walden House Adolescent Facility / Education and Drug Treatment Programs, S.F., CA.

I have worked as a counselor at several urban residential facilities and group homes for female adolescents in the foster care system (specific issues addressed included sexual and physical abuse and substance abuse...), S. F., CA.

I have acted as a counselor at the Burt Children’s Center (residential facility for autistic and other at-risk youth in the foster care system), S. F., CA.

Prof. Keith Inman, Assistant Professor (beginning Fall 2008)

University Achievements since June 2008

Attended Back to the Bay, Cal State East Bay September 2008

2008-09 New Faculty Support Grant Recipient, $1100, Developing a Probability Model for Allelic Dropout in Forensic DNA Analysis.


Represented CRJA department at Major/Minor Fair on October 9, 2008

Member, Faculty Learning Community on the Scholarship of Learning and Teaching; 2009

Presented Constructivist Learning to FLC, April 8, 2009

Community Representation

Forensic Science Educator’s presentation to the California DOJ Crime Lab Task Force Committee on February 5, 2009

Presentation, Sequential Unmasking: Determining What Information is Crucial and What is Extraneous in a Forensic Analysis, American Academy of Forensic Science, Denver, CO. February 19, 2009

Invited Reviewer, National Research Council report: *Strengthening Forensic Science in the U.S.: A Path Forward*. Published in February 2009
Prof. Silvina Ituarte, Associate Professor

University Groups, Committees, and Participation:

- Research Committee Chair 2007-2008
- Senate Research Committee 2006-2008
- Participant in Learning Community for Civic Engagement 2007-2008
- Golden Key Honor Society Club Advisor 2005-2006
- Faculty in Residence for Community Service Learning 2005-2006
- Faculty Learning Community for Diversity Member 2005-2006
- Faculty Coordinator for Cross Disciplinary Service Learning 2005
- General Education Curriculum Subcommittee (2004-2006)
- International Programs Interview Committee for the Center for International Education (2005)
- Arts, Letters, and Social Sciences Fellow 2004-2005
- Participant in Faculty Development Teacher-Scholar in 2004-2005
- New Faculty Support Grants 2003-2004
- Criminal Justice Representative at Freshman and Transfer Orientations (Both campus locations)
- Criminal Justice Representative at Newark High School Outreach 2008
- Attendance at Commencement 2004-2008
- Faculty Convocation 2004-2008

(Items in red were discussed with Mary 4/22 and was asked to include)

2005 Nominated for the Concord Campus Distinguished Professor of the Year

Community Representation:

Calif. Assoc. of Criminal Justice Researchers (ACJR) Board member 2004 – 2007
- Nominating Committee (2005)

Western Society of Criminology (WSC) Counselor-at-Large 2005-06
- 2007-2008 Conference Site Selection Committee
- Victimization Panel Organizer (2005-06)

Victim Offender Reconciliation Program (VORP) Mediator Training – Fresno, CA (January 13-14, 2006)


KQED Reentry and Incarceration Workshop – San Francisco, CA (December 13, 2005)

Stop the Hate: Train the Trainers – La Jolla, CA (January 21-23, 2005)

Newark High School College/Career Days, 2007-2008

Prof. Dawna Komorosky, Assistant Professor

University Representation

- 5-Year Review Committee 2009
- Criminal Justice Representative at Al Fresco 2007
- Criminal Justice Representative at Al Fresco 2008
- Member of the Faculty Non-Contract Grievance Panel 2007-2009
- Tenure Track Search Committee Chair’s Workshop, Fall 2007
- Academic Senate: 2005-Current
- Elections Committee Chair (Academic Senate): 2008-2009,
- Elections Committee Member (Academic Senate): 2006-2007
- Participated in New Student Orientation on the Concord Campus, November 15, 2007.
- Represented Criminal Justice in Major/Minor Fair 2006
- Cross-Disciplinary Approaches to Service Learning Curriculum Development 2005-2006
- Interview in The Pioneer regarding the use of Taser guns. Thursday October 20, 2005.
- Attended all graduations from 2004-2008
- Faculty convocation 2005-2009
- Honors convocation (can’t remember the year.. 2005 or 2006)- presented medals.
- Community Partners and Faculty Luncheon 2005
- Participated in Discover and Explore evening representing Criminal Justice Administration. October 2005.
- Student outreach with community colleges at Ohlone College 2004.
- New Faculty Orientation Workshop, September 17, 2004.
- Assisted and participated in the development of the Faculty Service Learning Handbook and Brochure. 2006.

- Member of the Faculty Learning Community for Civic Engagement 2005-2006
Community Representation:

- Attended Civil Justice for Victims of Crime Seminar. San Francisco. 3/09
- Conducted two site reviews for grantees of Susan G. Komen Breast Cancer Foundation, September 2008.
- Primary Advisor for Golden Key International Honor Society (one quarter)2008-2008
- Participated as grant reviewer for Susan G. Komen Breast Cancer Foundation, Bay Area. December 2006 and December 2007
- Attended Association for Criminal Justice Research (CA) Sixty-Third Semi-Annual Meeting and fulfilled my duties as Board Member. March 2006
- Participated in the planning of the 2006 Annual Meeting for the Academy of Criminal Justice Science as Topic Chair: Community Based Research.
- Attended Association for Criminal Justice Research (CA) Sixty-Second Semi-Annual Meeting and fulfilled my duties as Board Member. October 2005.

Prof. Patricia L. Zajac, Professor and Chair

University contributions:

Chair, Department of Criminal Justice Administration 2004 – present
College Council of Chairs – 2000 to present
CLASS Chairs Retreats – 2003, 2009
Director, Liberal Studies, 2002-2004
Presidents Committee on Alcohol, Tobacco and Other Drugs 2007 - present
PT&R Committees: Human Development, History, Public Administration, Political Science – 1996 to present
Freshman Orientation Evening
Discover and Explore Evenings
Major/Minors Fairs
Community College Majors fairs
Vice Provost’s Committee on Chair’s Academy Development 2007
Chair’s Academies 2004-present
Committee on Selection of Social Work Chair, 2007
CSU LDTP (Lower Division Transfer Pattern) Committee – CRJA Statewide Coordinator 2006-2008

Commencements, Honors Convocations, University Convocations: 1990 to present

Community Contributions:
Advisory Council: Ohlone Community College, Administration of Justice
Chabot Community College, Administration of Justice

Newark High School Career/College Sessions – 2001-2006

Community College Majors Fairs (Las Positas, Ohlone, Chabot, Merritt)
Merritt Community College Criminal Justice Careers Panel, 2007
CSU Forensic Science Educators Meeting, CSULA February 2009
CSU Criminal Justice Chairs Meeting, CSULA, March 2009

Consultant to:
State Public Defender’s Office
Habeas Corpus Resource Center
California Innocence Project, San Diego

Presentations to:
Capital Defense Conference, Monterey Feb 2009
Habeas Corpus Resource Center Conference, Deconstructing Forensic Evidence: Challenging the Prosecution’s Physical Evidence, November 2007
Habeas Corpus Resource Center Conference, Crime Labs: Pitfalls, Mistakes and Misconduct, May 2004

Ohlone College Math/Science “Brown Bag” Lecture, Scientific Forensics in Crime Investigation, Dec 2004