



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

College	CLASS
Department	Criminal Justice (CRJA)
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	Silvina Ituarte
Date Submitted	6/28/2013

ANNUAL PROGRAM REPORT

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

In the Criminal Justice Department, the last Five Year Review was conducted during the 2008 – 2009 academic year. Since then, the majors enrolled in the Department have continued to grow reaching between 575-645 CRJA majors, 35 minors, and approximately between 30-50 forensic options students (Data variation due to differences with data warehouse sources).

The Department continues its commitment and emphasis in making stronger connections with community organizations through grant proposals, student internships, and other community collaborations. We have continued our efforts to reconnect with alumni and develop a stronger Department image both inside and outside the University. Currently, CRJA is working with Chris Hepp from University Advancement to begin hold a large CRJA Event in October 2013 which will honor the founding faculty of the CRJA Department, reunite alumni with the Department, raise funds for scholarships and other CRJA activities, promote the progress of the Department since its inception.

This year was a year of major student growth since over 100 new freshmen declared CRJA as their major. This is not only good for the Department, but also for the college and the other departments since our students often double major or minor in areas such as sociology and political science. For current students, the Department has continued to offer the required courses in either hybrid or online formats so as to increase the accessibility of the courses to all students (day / evening / Concord).

CRJA faculty were more involved in grants and activities promoting growth in the Department. Prof. Inman was awarded a grant to conduct a forensics competition with high school students and Dr. Ituarte begin coordinating efforts to address juvenile crime in Hayward through implementation of restorative justice strategies. Additionally, CRJA is still working on developing a forensic science lab at the Concord campus.

B. Five-year Review Planning Goals Progress

Additional goals remain as a result of the 5- year review recommendations. The progress is as follows:

1. The Department lacked a cohesive focus and vision. The CRJA faculty continued developing a vision that involves growth, community involvement, and innovative learning opportunities for students. This year, CRJA students were able to attend presentations by various well-known speakers and attend tours of the Richmond Jail and San Mateo Morgue. Additionally, a course on Hate Crimes was offered as a CRJA elective for the first time and it received quite a bit of attention from the media (i.e. Mercury News and NPR) for a student project involving collaboration between CRJA students and the Hayward Day Laborer Center. Also, we offered a course on cybercrimes which also demonstrated a strong enrollment.

The Department continues to work toward the previous departmental goals: 1) offering more courses to facilitate timely graduation, 2) developing innovative courses that demonstrate curricular innovations that meet the needs of the profession, 3) hiring additional tenure track faculty, 4) increasing courses, advising, and the creation of a Forensics Lab at the Concord Campus, and 5) launching / expanding the CRJA certificate program. Once we have two additional tenure track faculty hired, we will explore the possibility of developing a CRJA masters program.

2. Department faculty did not hold frequent faculty meetings: Since 2010, the faculty have met at least two to three times per quarter, held a yearly retreat, and communicated regularly through email discussions regarding department issues. The chair regularly updated the faculty regarding new policies, budgetary issues, and the need to aid the college with reaching enrollment targets. CRJA integrated a greater use of technology such as the use of Doodles, Dropbox, and SugarSync to schedule meetings, take votes, and share files. Communication among the faculty was greatly increased with not only the tenure track faculty, but also with lecturers who have repeatedly expressed content in being a part of the department.

3. Assessment mechanisms were incomplete: In the past few years, we have added new rubrics and evaluation tools to our initial assessment efforts. The CRJA faculty had already developed a rubric for assessing the “Critical Thinking” and “Knowledge” outcomes of the Mission Statement through embedded course assessments. CRJA currently has developed rubrics to assess critical thinking, oral communication, knowledge, and diversity. We have found this year, that full time faculty have been conducting the assessments, but that no time has been available to analyze the data. At this point, we have only some of the gathered data examined. In the upcoming year, we will seek ways to not only gather the data, but also analyze it and better close the loop on all the evaluated classes.

C. Program Changes and Needs

Curriculum:

The Department now requires that all CRJA courses applied to the major to have a minimum grade of “C” or higher. Classes continue to be taught in multiple modes including in-class, on-line, and in hybrid formats to address the various needs of our students. Prejudice, Violence, and Hate Crimes was offered as a CRJA elective for the first time and it received

quite a bit of attention from the media (i.e. Mercury News and NPR) for a student project involving collaboration between CRJA students and the Hayward Day Laborer Center. Also, we offered a course on cybercrimes which also demonstrated a strong enrollment.

Space and Administrative Support:

The Five-Year Review Report stated that the workspace and administrative support in the department was inadequate. CRJA continues to only have four offices which are shared between the TT faculty and the lecturers. Additional space was requested this year to provide a space for a hired research assistant working on a grant. CRJA has a very large numbers of students and ambitious faculty. Sharing one office manager with four departments has been challenging. We have many students with questions seeking assistance of the CRJA office as well as many files to handle. Additionally, tenure track searches, grants, and other large projects require the assistance of an administrative assistant to process paperwork, place orders, and overall maintain records of all process. CRJA is extremely fortunate to have a talented and capable administrative assistant (Ms. Mary Kendall), yet having one person working on the paperwork to meet deadlines for four departments is overwhelming.

Department Expertise:

The Department continues to lack a tenure track faculty member with expertise in Law Enforcement but the approval of a tenure track search in this area will help tremendously. The Department continues to rely on part time lecturers with such expertise who have been very accommodating in meeting the increasing demand for our law enforcement courses.

The Criminal Justice Department continues to consist of four fulltime tenure track faculty who are servicing the needs of approximately 600+ declared CRJA majors, 41 declared minors, and several forensic science students (approx. 30). While the number of students has continued to grow, an unsuccessful tenure track search has left us with few faculty for advisement and committee duties. Currently, all the CRJA majors are assigned according to their last name to one of three academic advisors since the chair has to review and sign off on all the graduation evaluation sheets. Additional faculty are needed for advisement, letters of recommendation, career guidance, instruction, community projects, grant management, and the overall survival of the department. With such few faculty, when one member is out on leave, the remaining three are forced to complete all the department needs of RTP, periodic reviews, advisement, reports, committee work, faculty searches, etc. This is not only a strain on junior faculty who need to prepare for tenure and promotion, but limits the learning experiences and atmosphere of students who will not be able to benefit from working with creative and energized educators.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

1. Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking
2. Communication
 - a. Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication)
 - b. Write effectively, following appropriate writing styles as commonly practiced in the social sciences (Written Communication)
3. Apply knowledge of diversity and multicultural competencies to criminal justice strategies that will promote equity and social justice in every community
4. Work collaboratively and respectfully as members and leaders of diverse teams and communities
5. Demonstrate an understanding of how the ethical and responsible application of criminal justice regulates human conduct and sustains stability in society
6. Apply appropriate knowledge and skills necessary for a vital career in criminal justice and related professions
 - a. Analyze and synthesize key theories of criminology, including the causes of crime, typologies, offenders, and victimization
 - b. Differentiate between the substantive and procedural aspects of the criminal and juvenile justice processes
 - c. Apply knowledge and understanding of law enforcement, principles to analyze and evaluate police organization, discretion, and legal constraints
 - d. Demonstrate knowledge and understanding of law adjudication including criminal law, prosecution, defense, court procedures, and legal decision-making processes
 - e. Demonstrate knowledge and analytical skills pertaining to corrections including incarceration, community-based corrections, and treatment of offenders, as well as other alternatives to incarceration programs
 - f. Use knowledge of research methods and statistical applications to understand criminal behavior and assess the effectiveness of criminal justice policies (research and statistics)
 - g. Demonstrate knowledge and understanding of the value of physical evidence in a criminal investigation, including both its capabilities and limitations, and how physical evidence integrates into law and criminal procedure.

B. Program Student Learning Outcome(s) Assessed

SLO #1 Critical Thinking
SLO #2A Oral Communication
SLO #6 Knowledge

C. Summary of Assessment Process

Starting in about 2009, a critical thinking rubric (SLO 1) was designed for the CJRA 4127 Crime Theory class. It was adapted and applied to CRJA 3800, Comparative Physical Evidence, in 2010. This outcome is assessed by scoring students on selected question(s) within the context of a typical midterm or final exam, based on a 4-point rubric (Below expectation; average; good; exemplary).

The knowledge assessment outcome (SLO 6) is crucial for all upper division classes within the

department. Starting in the Fall of 2011, this outcome was assessed in CRJA 3700 (Ethics) using a pre- and post-test instrument. In addition, this assessment has sporadically been applied to CRJA 4127 Crime Theory and CRJA 3500 Criminal Identification.

In Winter 2013, an Oral Communications rubric (SLO 2) was proposed, with two classes possessing the capability of retroactive assessment (the rubric had been in use for several prior years by two professors, but this was the first time the rubric was adopted for use by the entire department). CRJA 3400 (Advanced Criminal Investigation) and CRJA 3700 (Ethics) are the two classes currently assessing this SLO. It is performed on one oral communication assignment given at the end of the quarter.

Additional assessment data was collected in 2012-2013, yet the many responsibilities of the four full time faculty have left that data on spread sheets that have not been examined or thoroughly analyzed yet. In this next year, we hope to focus more on reviewing the data in order to improve assessment processes and the experiences of CRJA students.

D. Summary of Assessment Results

Critical thinking has held steady at about 80-90% of the students achieving an average or better score on the rubric. There are no plans at the moment to modify class content or exercises on this SLO.

Knowledge assessment requires more evaluation and discussion by the faculty. While the Ethics class has used a consistent format for assessing knowledge, other classes have not. Thus we need to discuss and decide, as a faculty, how we can standardize either the testing, or the results.

The results of the Oral Communication SLO will be assessed in the upcoming quarters. One professor has provided a presentation on “Presenting to Peers” as a resource for other faculty to use when introducing an oral communication assignment. In addition, the faculty engaged in a discussion on the use of the rubric, including the rationale for its various parts and the assessment scale used.

Challenges:

- Given the number of classes offered and the limited faculty available to teach them, the lower division classes are taught primarily by lecturers. This makes Knowledge Assessment particularly difficult, even with lecturers that have been teaching for many years. Creating time to evaluate these classes and their content is currently not possible with the limited number of faculty in the department.
- Neither a capstone class nor an exit exam are available to the students to assess their ultimate mastery of learning outcomes. The department may have a full time counselor/advisor available in the future; faculty discussion centered on tasking this person with proctoring such an exit exam for criminal justice students, and adding a check box on the graduation evaluation form as a requirement for graduation.
- A significant difficulty for future assessment is the continued movement toward online offerings by the University. It is clear from our faculty discussion that assessing online performance is very different than in-class assessment capabilities. In particular, the SLO most easily assessed in an online format is knowledge, whereas critical thinking and group collaboration is much more difficult. Thus different strategies for the same class may be necessary depending on whether it is face-to-face or online.
- The ever-increasing numbers of students in all classes will likely necessitate an adjustment in assessment strategies.

3. STATISTICAL DATA (about 1 page)

In the 2012-2013 academic year, various data sources on campus demonstrate that CRJA has grown to a student population of approximately 600+ *declared* CRJA majors, 41 *declared* minors, and several forensic science students (approx. 30). The Criminal Justice Department continues to consist of four fulltime tenure track faculty who are servicing the needs of the majors and graduating approximately 140 CRJA majors per year.

CRJA majors are made up of a diverse group of students across gender, race, and ethnicity. Of those earning CRJA degrees most recently, Latino students led the numbers of CRJA graduates followed by Asian & Pacific Islanders students. The major consists of both large numbers of women and men despite criminal justice historically being considered a male-dominated career.

Data for the Spring of 2012 indicate that CRJA offered 21 sections with an average of 42.9 students per class despite having faculty out on family leave and faculty receiving release time for participation in various committees. The average section size has increased from 31.5 students in 2008 to 45 students per section in 2012. The SFRs for CRJA in 2013 were represented by a total average of 42.57.

A careful review of the data clearly indicates in the past five years, CRJA has been teaching more students with fewer faculty, less administrative support, less space, and more responsibilities. CRJA faculty continue to engage in community collaborations, grants, committees, assessments, instruction, and other university activities but additional assistance is needed in order to continue growing in the manner in which the department would like. We are hopeful that the tenure track search in the upcoming year will rectify the challenges of having our faculty's time and energy diverted in so many ways.

